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**A MULTIPLE CASE-STUDY OF ROLE CONFLICTS AMONG  
MALAYSIAN AND NIGERIAN MARRIED FEMALE PRIMARY  
SCHOOL TEACHERS**



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UNIVERSITI UTARA MALAYSIA  
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## Abstrak

Objektif am kajian ini adalah untuk mengkaji beberapa kajian kes mengenai konflik peranan di kalangan guru-guru wanita di sekolah rendah Malaysia dan Nigeria. Meskipun ianya adalah latar belakang penting terhadap pendidikan di kalangan generasi muda kita, akan tetapi, masih terdapat kekurangan kajian yang mengkaji konflik peranan guru wanita di sekolah rendah. Maka, hal ini menjadi dorongan kepada penyelidik untuk menjalankan kajian melalui objektif-objektif yang berikut; untuk mengkaji tentang jenis-jenis konflik peranan yang dihadapi oleh guru-guru wanita berkahwin sekolah rendah di Malaysia dan Nigeria, untuk mengenal pasti faktor-faktor di rumah dan keadaan tempat kerja yang menjadi penyumbang kepada konflik peranan, untuk mengetahui cabaran-cabaran yang dihadapi oleh guru wanita berkahwin ketika melaksanakan tugas-tugas berganda mereka, dan untuk mengetahui sebarang kemungkinan berkenaan strategi-strategi *coping* di kalangan guru wanita berkahwin di sekolah rendah. Sebagai kajian kualitatif, lapan (8) peserta telah ditemubual dan beberapa wawancara. Para peserta tersebut terdiri daripada empat orang guru wanita sekolah rendah yang telah berkahwin dari Malaysia *Malaysian Married Female Primary School Teacher* (MAFEPST) dan empat orang guru wanita sekolah rendah yang telah berkahwin dari Nigeria *Nigerian Married Female Primary School Teacher* (NIFEPTS) dipilih secara teknik pemetaan bertujuan dan bola salji. Teori konflik kerja keluarga oleh Greenhaus dan Beutell (1980) digunakan, (iaitu, Konflik Berasaskan Masa, Konflik Berasaskan Ketegangan, dan Konflik Berasaskan Perilaku). Analisis data perisian Nvivo digunakan dalam kajian ini, yang mana pengkodan dan analisis teratur juga digunakan untuk mempamerkan dan menginterpretasi data penyelidikan. Hasil kajian telah mengesahkan bahawa MAFEPST dan NIFEPTS mengalami konflik peranan di rumah dan di tempat kerja mereka. Selain itu, strategi-strategi *coping* konflik dwiperanan telah dikenalpasti. Kajian ini memberi kepentingan kepada guru sekolah rendah terutamanya guru wanita, suami mereka, guru-guru sekolah, kementerian pendidikan, dan para penyelidik. Hasil penemuan ini memberi pandangan tentang cabaran global dalam profesion perguruan sejajar dengan agenda UNESCO dalam transformasi pendidikan formal.

**Kata kunci:** Kajian Kes Pelbagai, Konflik Peranan, guru wanita sekolah rendah, Malaysia, Nigeria



## Abstract

The general objective of this study is to investigate a multiple case-study of role conflict among Malaysian and Nigerian female primary school teachers. Even though it is the background of education of our younger generation, however, there is still a dearth of research on role conflicts among female primary school teachers. Hence, this reason stimulates the researcher to conduct a study through the following objectives; to explore the kinds of role conflicts that female primary teachers in Malaysia and Nigeria are experiencing, to identify the factors of home and working conditions that contribute to roles conflicts, to find out the challenges that female teachers face when performing their dual roles, and to find out possible coping strategies of dual- role conflicts among married female primary school teachers. As a qualitative research, eight (8) participants were interviewed. Those participants include four Malaysian married female primary school teachers Malaysian Female Primary School Teacher (MAFEPST) and four Nigerian married female primary school teachers Nigerian Female Primary School Teacher (NIFEPTS), where purposeful sampling and snowball was implemented. Theory of work-family conflict by Greenhaus and Beutell (1980) was used, (i.e., Time-Based Conflict, Strain-Based Conflict, and Behavior-Based Conflict). The Nvivo software data analysis was used in this research, where coding and thematic analysis was also used for presentation and interpretation of the research data. The result of the study has confirmed that MAFEPST and NIFEPTS experience role conflict at home and in their workplace. Furthermore, coping strategies for dual role conflicts were identified. This study is very significant to the primary school teachers especially the female teachers, their husbands, school head teachers, the ministry of education, and researchers. The findings provide insights on the global challenges in the teaching profession in line with UNESCO agenda to transform formal Education.

**Keywords:** Multiple Case-Study, Role conflicts, female primary school teachers, Malaysia, Nigeria

## **Acknowledgement**

In the name of Allah, the most beneficent and the most merciful. All praise be to Almighty Allah for giving me an opportunity to undertake this studies right away coming from Nigeria to Malaysia to obtain this certificate. I would like to express my sincere gratitude and appreciation to my able supervisor Dr Fahainis Bt Mohd Yusof for the support and caring she rendered to me since from the start of my research journey to the end. I must also appreciate the warmest prayers and love from my parents, my wife, and my children for their full encouragement, solitude, and support given to me from the beginning of my study until the end. I would like to show my appreciation to my brothers, sisters, and friends who supported me in one way or the other for the successful completion of my research.

My profound gratitude goes to my employer the management of the State Universal Basic Education Board (SUBEB) Kano and my place of primary assignment Tarauni Local Government Education Authority (LGEA). I really appreciate your positive effort of approval to undergo such noble studies which will in sha Allah be a credit to our society. I must also show my appreciation to the Universal Basic Education Commission (UBEC) Abuja Nigeria, The Malaysian Ministry of Education, and my respected Malaysian and Nigerian participants including those whom I used during my pilot study. Without the above authorities and persons, the research will not have to be successful indeed.

I really enjoyed my stay at Universiti Utara Malaysia (UUM) during my studies. Not only its natural environment but with obliging staff.

I candidly thank you all.

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## List of Abbreviations

<b>BESAP</b>	Behavior and Stress affecting the Performance
<b>BM</b>	Bahasa Malay
<b>CHALFETDUR</b>	Challenges of Female Teachers Dual Roles
<b>DUROTIM</b>	Dual roles Time Management
<b>EFA GMR</b>	Education for All. Global Monitoring Report
<b>ESRI</b>	Economic and Social Research Institute
<b>FADROC</b>	Factors of Dual role Conflicts
<b>FIW</b>	Family Interfere with Work
<b>FWC</b>	Family-Work Conflict
<b>LGEA</b>	Local Government Education Authority
<b>MAFEPST</b>	Malaysian Female Primary School Teachers
<b>MOE</b>	Ministry of Education
<b>MOHE</b>	Ministry of Higher Education
<b>NCE</b>	Nigeria Certificate in Education
<b>NIFEPST</b>	Nigerian Female Primary School Teachers
<b>NUT</b>	Nigerian Union of Teachers
<b>PUUM 1</b>	Participant UUM 1
<b>PUUM 2</b>	Participant UUM 2
<b>RM</b>	Ringgit Malaysia
<b>SAMPA 1</b>	School "A" Malaysian Participant 1
<b>SAN</b>	School "A" Nigeria
<b>SANPA 1</b>	School "A" Nigerian Participant 1
<b>SANPA 2</b>	School "A" Nigerian Participant 2
<b>SBMPA 2</b>	School "B" Malaysian Participant 2
<b>SBN</b>	School "B" Nigeria
<b>SBNPA 1</b>	School "B" Nigerian Participant 1
<b>SBNPA 2</b>	School "B" Nigerian Participant 2
<b>SCMPA 3</b>	School "C" Malaysian Participant 3
<b>SDMPA 4</b>	School "D" Malaysian Participant 4
<b>SOMROC</b>	Solutions to Multiple Role Conflicts
<b>SUBEB</b>	State Universal Basic Education Board

<b>STUC</b>	Scottish Trade Union Congress
<b>TERCE</b>	Teachers Role Conflicts Experience
<b>TRC</b>	Teachers Registration Council
<b>TSS</b>	Teachers Salary Structure
<b>UBE</b>	Universal Basic Education
<b>UBEC</b>	Universal Basic Education Commission
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>UNESCO-IBE</b>	UNESCO International Bureau of Education
<b>UPSR</b>	Ujian Peperiksaan Sekolah Rendah
<b>USA</b>	United States of America
<b>UUM</b>	Universiti Utara Malaysia
<b>WFC</b>	Work-Family Conflict
<b>WIF</b>	Work Interfere with Family



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# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Introduction**

This study aims at investigating the challenges that married female primary school teachers are facing in Malaysia and Nigeria. Primary education is regarded as the background formal education of the younger generations, whereby school teachers pass the knowledge, attitude, skills and cultural values to the pupils, expecting them to become valuable and acceptable members of the society. Indeed, the government of every country should ensure every child has completed primary school to acquire the basic skills for his well-being and national development (Boissiere 2004; Nwachukwu, Elom, & Chukwuma 2017).

Both male and female teachers experience role conflicts when exercising their dual responsibilities. Kahn, Wolfe, Quinn, Snoek & Rosenthal (1964) view that instant meeting together of two or more roles at the same time usually results in tough compliance with another. In this respect, the researcher's main concern is specifically for married female teachers and the dual roles they play, both in their homes and schools respectively. As a result of this incompatible dual or more role conflict emerges Greenhaus & Beutell (1985). This indeed, what stimulates the researcher to develop the idea and conduct this great task, in order to find out whether married female primary school Teachers in Malaysia and Nigeria experience dual role conflicts. The study also discovered some coping strategies from the participants in achieving work-life balance.

## **1.2 Background of the Study**

Sarah, Azfahanee, and Roslina (2014) define the role as anticipated behaviour connected with specific position or status in a group or organization. The anticipated duties of an individual determine his rights and obligations, power and responsibility. People anticipate others behaviour or roles, for better interaction. Role conflict is a circumstance that an individual comes across different role expectations. This happens due to different and expectations of a person's role. The difference in expectations makes an individual perform contrary to what is expected of him or her. Role conflict arises as soon as expectations for roles are witnessed as irreconcilable and also results in conflict. These expectations come from the teachers themselves or from other sources such as teachers, husbands, parents, superior heads of the organization and of course the society. In this regards, married female primary school teachers are responsible for playing multiple roles in their daily routine (De Silva, Hewage, & Fonseka, 2015).

Withers and Wisinki (2007) have made it clear that conflict is a common situation in life. Every person has experienced conflict and endured the situation. Every individual developed the idea on how to ignore the issue of conflict, though it will not go forever, people should have to figure out how to deal with conflict situations than pretending its disappearance. In addition, conflict can be a tool for individual advancement. In the process of experiencing it, people are exposed to new thinking and have the opportunity to reexamine their rational and possible way out. Hitt, Miller, and Colella (2015) advocate three types of conflict, namely: personal conflict, dealing with individual conflict in relation to his personal goals, personalities and alike. Substantive conflict arises within work satisfaction and job goals. And



procedural conflict a type of conflict that is concerned about how work ought to be accomplished.

Prior to the present epoch of history, men have dominated the workforce, while women were meant to commit themselves mainly to their home responsibilities. But due to the gradual transformation of civilization and economic situation, women are guaranteed a freedom by engaging themselves to work outside their homes for the improvement of living standard and necessities. Therefore, this freedom makes them exercise dual responsibilities or more. As a result of these married working women started experiencing conflict in their homes and in the workplaces respectively (Decker, 1986; Figone, 1994; Millslage & Morley, 2004; Ryan, 2008). In addition, Wang, Parker and Tailor (2013), Hitt, et al, (2015) advocated that women experience countless stress in their workplaces than men. The researchers affirmed that various studies have been made examining who really experiences more stress at work between men and women. The results concluded that women experience it most because they experience intimidation and harassment than men. The U. S. Bureau of Labor Statistics 2006 testified that for every incident of stress leading to work absenteeism for men, there were 1.6 cases for women (Hitt, et al, 2015).

Work and family conflict is a serious issue facing families in the present century. A substantial number of workers living in families experience some conflict due to the dual roles they are performing in their work and their family life. The occurrence of conflict between these two domains results in serious issues for both individuals and the organizations. As an effect of the work and family conflict, an individual may be liable to be affected by certain health problems. Indeed, failure to perform the role

effectively both the marriage partners and the parents feels discomfort in their marriage life and in general (Greenhaus & Beutell, 1985; Barnet & Baruch, 1985) added that workers who are exercising dual roles at home and their working environment, have sometimes achieved a positive outcome through endurance, confidence, and contentment for their survival.

The Scottish Trade Union Congress (STUC) Testimony on Women's Voices and Work Scotland (2016) explores that female teacher and lecturers experience multiple role-conflicts at home and workplace. The reports of Scottish teacher's census of 2014 revealed that more than 91percent teachers of the primary school were females. Research conducted in Canada on teachers stress, Klassen (2010) described that female teacher's expressed concern over high-level pressure as a result of heavy teaching loads and disobedient behaviour from students. In contrast, other research conducted in Ireland Darmody and Smyth (2011, 2016) found that (98 percent) of the teacher's in primary school were contented with their job. While 70 percent of principals in Ireland experience work-related stress.

Erdamar and Demirel (2014) on the other hand clarified in their studies those teachers in a primary and secondary school in Turkey Ankara province, experience work-family conflict greater than family-work conflict. In addition, in America, the number of African- American male teachers continuously sloped downward resulted in their indefinite number and the unpleasant conditions have been deteriorated indeed. The current shortage of male teachers in the teaching profession was as a result of the sociological factor due to lack of monetary rewards Medford, Knorr & Cook (2013).

And also female teachers were confronted with more work-family conflict than their male counterpart.

### 1.3 The Background Studies of Female Primary School Teacher's Role Conflicts in Malaysia and Nigeria

The Malaysian population, according to the World Population Review Report (2017) Malaysian country is situated on the Asian continent. The blessed country is located in Southeastern Asia. It covers an area estimated (330,803 km<sup>2</sup>) bordered by Thailand, Brunei, Indonesia. It has a sea border with Vietnam, Singapore, and the Philippines respectively. The present total population is about 31,093,000. The number has been drastically increased from 2013 records which are 29,791,949 (World Population Review Report 2017). Figure 1.1 and Figure 1.2 has presented the Map of Malaysia and Kedah state.



Figure 1.1. Map of Malaysia  
Source: World Atlas, 2017



Figure 1.2. Map of Kedah State of Malaysia

Source: [www.softworld.com](http://www.softworld.com) 2014.

According to the World Population Review Report (2017) Nigerian country is situated on the African continent, it was bordered by the Benin Republic, Cameroon, Niger and the Republic of Chad. Nigeria has a coverage area of 923,768 km<sup>2</sup>. According to the Nigerian National Bureau of statistics, the Nigerian population is about 166.2 million. However, The United Nations projections in 2016 were 186 million. Figure 1.3 and Figure 1.4 has presented the map of Nigeria and Kano State.



*Figure 1.3. Map of Nigeria*

Source: [www.google.com.my](http://www.google.com.my), 2017

Below is the map of Kano state in Nigeria, where the current research is conducted within the Kano Metropolis in Tarauni local government education authority (LGEA) Under State Universal Basic Education Board Kano State.



*Figure 1.4.* Map of Kano State of Nigeria  
Source: [www.nairaland.com](http://www.nairaland.com) (2017)

Considering the issues facing the educational sector, especially the grassroots level that is a primary school, the researcher intends to develop this idea and to make a multiple case-study of role conflicts among Malaysian and Nigerian married female primary teachers. This obviously becomes a contemporary issue affecting the education sector. In an attempt to do this, the researcher has investigated the ideal situation in both countries through observing previous and related research done. This study was conducted through the use of a qualitative interpretive paradigm. Holloway and Galvin (2016) consider qualitative research as an interpretive style that describes the experience of human social reality in their own words. A sociologist and political economist Davies (2017) describe the contemporary declining authority of using quantitative data, indeed even the experts using it are at the heart of crisis known as “post-truth” politics.



### **1.3.1 The Malaysian Context of Role Conflicts among Female Primary School Teachers**

Sultana, Zahir and Yaacob (2014) conducted a study on women's involvement in the teaching profession in Malaysian perspective. The study has shown that women's involvement in the employment position has been improved since Malaysian independence in 1957. The move continued to improve in the late 1980s. The study showed that women's involvement becomes very advantageous to the country. In 2010, statistics of women in teaching profession showed the figure of females as higher than men from the total of 229,921 primary teachers, where 159,276 (69.3 percent) were females which show that only 70,645 (30.7 percent) were men. According to Malaysia National Review Education (2015) indicated that the ratio of female teachers in Malaysia is currently higher than the percentage of the male teachers considering the concern for male teachers in the teaching profession. Malaysia Federal Ministry of Education (2013) presented a total number of pupils in public primary schools is 2,742,989 million. While the total number of public primary school teachers is 229,050 respectively.

Based on the above-conducted research, it was found that the engagement of women in the educational sector has several positive impacts of improving the economic situation of the families. Regardless of this development, the majority of female teachers were encountering lots of difficulties. The female primary teachers were unable to balance their dual roles of family and job responsibilities, especially when they want to work with dedication and commitment. Duxbury and Higgins (1991) observe that married employees, especially those having children, mostly experience work-family conflict. In another study, Achour, Fadila, and Mohd (2015) discovered that most of the female academicians in Malaysia experience conflict between work

demands and family life. Meanwhile, the researchers concluded that as an outcome of this conflict, there had been a serious failure in productivity, higher rates of nonattendance, lower morale, lower job satisfaction and lower family satisfaction.

### **1.3.2 The Nigerian Context of Role Conflicts among Female Primary School Teachers**

According to the Universal Basic Education Commission database of (2015), the total number of male primary school teachers in Nigeria is 312,423. While the female primary school teachers are 261,841. This had made a total number of the entire primary school teachers as 541,264, (refer to Appendix C &D for the request for data and re-request for data from UBEC Abuja which presented the total number of the Nigerian primary school teachers). However, the affected respondents and sites of which this particular, research has been conducted in the Northwest zone of Northern Nigeria Kano State. The total number of the male primary school teachers in Kano State was 40,709. While the female primary school teachers are 10,334. Making the total number of both male and female primary school teachers 51,043 respectively. Based on the data from UBEC (2015) the statistics of men primary school teachers in Nigeria are higher than the female primary school teachers in Nigeria. Additionally, in Kano State where the research has been conducted the issue was still remain the same number of male primary school teachers was higher than the female primary school teachers in the state.

Okoroji and Anyanwu (2013) conducted a study and the result of the findings showed that the poor performance of students has been due to the posting of many female teachers in those schools. Lower productivity of female teachers has seriously affected the student's academic performance. An investigation and analysis has been

made and proved that female teachers were frequently absent from schools, mainly due to their role conflict as mothers at home as well as teachers in schools. In addition, it was clearly discovered that a sizeable number of female teachers in the urban schools have adverse effects on the schools in relation to the disciplinary nature and academic performances of the students. This is because the effects of role conflict had made the female teachers not to commit themselves fully to their duties. And it was discovered that the majority of female teachers tend to spend much of their time doing, gossiping and discussing marital issues, while, leaving the students making noise in their classes. Jude (2011) found that emotional intelligence remained a major factor encouraging work- stress among teachers in the secondary school of Ondo state in Nigeria. With regards to the gender issue, there was no major difference concerning female and male teacher's work-stress.

#### **1.4 Statement of the Problem**

For many years, the issue of role and conflict among female teachers more especially married women all over the world become one of the most difficult issues facing families, workers and with their respective heads of the organizations (Okeke, et al. 2014; Kumari, Patil & Rani 2015; Jubran, 2017; Isa, et al. 2018). Rosen and Jerdee (1974) discover that female workers are experiencing role conflict at home and workplace; this invariably makes them not be able to perform their dual duties perfectly than their male counterpart. Considering the nature of the teaching profession more especially at the grassroots level, that is, the primary school, lots of basic and important issues are neglected. According to the global overview by the UNESCO EFA (GMR 2013/ 2014), the percentage of female primary teaching staff globally in 2011 records were 63 percent worldwide (UNESCO, 2014). Table 1.1, 1.2,

and 1.3 presented the percentage of female primary school teachers globally, this evidently shows how important this research is. Furthermore, the percentage has indicated that all stakeholders should realize female primary school teacher should be given special care and consideration, especially the married ones due to the high level of their dual role conflict, their global percentage and their impact to our society. Although, below table did not show the percentage of married female teachers, notwithstanding the researchers' main concern is for the readers to realize how this particular research is a considerably more concern about career married woman's role conflict experiences in the underground level of education in our society. And also how important the study will be to the educational sector in practice.

Table 1.1

*Global Overview on the Percentage of Female Primary School Teachers from 1999-2011*

Region	Teaching Staff -Percentage Women					
	Primary Education			Secondary Education		
	School year ending in			School year ending in		
	1999	2007	2011	1999	2007	2011
Arab States	52	59	57	49	51	46
Central and Eastern Europe	82	80	82	72	74	72
Central Asia	84	86	89(97)	65	69	71(98)
South East Asia and the Pacific	55	60	63	46	48	51
East Asia Pacific	55	59	63	46	47	51
Pacific	71	75	--	57	56	--
Latin America and the Caribbean	76	78	78(89)	64	60	58(80)
Caribbean	54	?	59(87)	62	?	68 (61)
Latin America	78	?	79	65	?	58
North America and Western Europe	81	85	84	56	61	60
South and West Asia	35	45	--	35	36	40
Sub-Sahara Africa	43	44	43(87)	31	30	30

*Source: UNESCO EFA GMR 2010 &2013/2014*

Table 1.2

*Female teacher Percentages in Selected Sub-Saharan African Countries*

Region and country	Teaching Staff -Percentage Women					
	Primary Education			Secondary Education		
	School year ending in			School year ending in		
	1999	2007	2011	1999	2007	2011
Botswana	81	78	76(100)	45	54	--
Ghana	32	33	37(66)	22	22	25(82)
Lesotho	80	78	--	51	55	56
Mozambique	25	34	41(87)	-	16	19(87)
Namibia	67	65	68(97)	46	50	-
Nigeria	48	50	48(72)	36	38	46(96)
Rwanda	55	53	52(99)	21	53?	28
Seychelles	85	85	88	54	55	58

*Source: UNESCO EFA GMR 2010 & 2013/2014*

Table 1.3

*Female Teacher Percentages in Selected East Asia and Pacific Countries*

Region and country	Teaching Staff -percent Women			
	Primary Education		Secondary Education	
	School year ending in		School year ending in	
	1999	2011	1999	2011
East Asia and Pacific				
Brunei Darussalam	66	76(87)	48	65(91)
Cambodia	39	48	--	29
Fiji	56	61(100)	47	50(100)
Lao People's Democratic	43	52(90)	40	48
Malaysia	66	69	62	67
New Zealand	82	84	58	62
Samoa	71	77	--	66(93)
Solomon Islands	41	45(57)	53	51

*Source: UNESCO EFA GMR 2010 & 2013/2014*

Particular reference to Malaysia and Nigeria, married female teachers always play more than one role in their daily life (Christiana 2013; Achour, et al. 2015). This research has investigated relevant and previous literature from the related studies. The uniqueness about taking married female primary school teachers role conflicts in this research was due to the importance of the background level of education which is primary schools globally and has been dominated by female teachers instead of male teachers initially. As supported by Creswell (2014) which considered that any research idea representing an individual or group of people attempting to disclose any information on their transformation or progress can be acknowledged as research idea or topic to be investigated, so far it has to be in similarity with the previous research done.

Additionally, Given (2008) recommends the research sites as e.g. schools, universities, hospitals, business sites, communities, social clusters and cyber locations where interactions between members are taking place can be considered as a research site. In this respect, a married female primary school teacher role conflict can be studied and the researcher is aiming to find out whether the married female teachers were experiencing roles conflicts in their homes and schools, in an attempt to breach the gap of what has been discovered from the previous researches and ready to investigate what does not discover in the current study.

The negative effects of role conflict in primary schools attracted the attention of the researcher to develop this idea, in an attempt to draw the attention of various stakeholders representing the home and school. Therefore, there is a need to take appropriate measures in order to overcome this serious problem, which of course, is



yet to a proper solution to this particular challenge. In fact, the issue of married female primary school teachers' role conflict might adversely affect the learning process of our younger ones. The married female primary school teachers role conflict is a very critical issue in the current educational perspective. In the contemporary impetus, there is little attention towards investigating whether married female primary school teachers are experiencing roles conflict in their home and working environment. But in areas like secondary schools, Universities and other organizations, there are quite a number of related investigations. The government is also leaving primary school teachers with lots of problems, especially married female teachers (Farooq, Feroza & Kai 2017). Despite the fact that primary Education was the solid foundation of education globally and the percentage of female primary school teachers was very high when compared with the previous decades, which has been mentioned by the UNESCO (2013/2014) global records of 63 percent. Honestly, the trumpet has to be blown for the appropriate stakeholders to take necessary measures in order to tackle the menace.

Findings from the Malaysian context regarding multicultural perspectives on work-family role conflict has indicated that Malaysia has a different multicultural composition unlike other Asian countries like China, Japan, Korea, and other Middle East countries (Abdullah 2005). The Malaysian country has cultural diversity, and many Malaysian speaks dual languages or more. The national language is Malay, their official language is English as a second language. Other languages are Mandarin, Tamil Hokkien, Bidayuh, Bajau and others. Malaysian has mutual respect, trust, and unity among themselves (Saad, 2012; Aga Mohd Jaladin 2013). Establishments should endeavor to develop organizational work-family culture and employee work-

life balance a priority for organizational positive outcomes. Also, the relationship among different cultural groups should be improved and their practice should not contradict the agenda of the national policy (Kaur, Awang-Hashim & Noman 2017; Beauregard, Basile, & Thompson, 2018). In Malaysia, the Ministry of Education is dedicated to giving out training on human capital needs to teachers and educational executives, continuous quality assurance based on the philosophy of National Education (Mustapha 2016; Yusof, & Esmaeil, 2017).

Mujahid (2006) and Achour, et al. (2015) research conducted in Malaysian measuring religiosity on Muslim female academicians regarding their well-being, has confirmed that it is part of the Malay culture that teachers believe with their religious faith, especially the Muslim who was considered as the majority in the country. Muslim teachers believed in the oneness of Allah. They strongly devoted their time to work and earn a living. They believed however that life gives happiness and sorrow. A person who is experiencing dual role conflicts should engage in making supplications and commit himself or herself in reciting the Holy Qur'an. This usually helps the workers to feel relief from the work or home stress, obtaining rewards from Allah at the time be provided with work-life sustenance.

Much empirical research has been conducted regarding the issue of work-family conflict. In the contemporary impetus, research on work-family conflict among female workers in Malaysia has been comparatively scanty as opined by (Noor, 2002, 2006; Nasurdin & Hsia, 2008; Razak, Omar & Yunus 2010; Achour et al. 2015). In the same vein, Achour et al. (2015) identified that the issue to balance between family and work demands has become a critical issue. The researchers have conducted their

investigation on whether the Malaysian Muslim Female academicians are experiencing roles conflicts between their family responsibilities and work demands or not.

Considering the research of Achour, et al. (2015) most Malaysian married female academicians were unable to exercise their dual or multiple roles as being mothers, housewives, and also academicians. Their major problems were working in a longer hour including weekends, tight work schedule at school, work overload and regular meeting, household chores at home, unable to take care of their children. In fact, managing their time both domains was becoming difficult for them on many occasions. Those problems have been mentioned were been discovered from the MAFEPST (WFC) in this study.

This particular research being conducted has some quite similarities with the current one under study. But the gap in between the conducted research and existing one under study was the participants' female academicians and the sites where Universities from the previous studies. While the existing study was conducted on married female primary school teachers the sites are primary schools. The study was conducted using the samples of married female primary school teachers in Malaysia and Nigeria on their role conflicts issue.

Similar research being conducted on role conflict among academic women in Southern Nigeria. Christiana (2013) argues that there is little literature on the effect of multiple roles on the female academicians in Nigeria. She discovered that female academician's experience, role conflicts in exercising their dual responsibilities at

home and in their institutions. Similar to Malaysia, in Nigeria Christiana's research (2013) has discovered some major problems affecting female academicians regarding their role conflict issue. Managing time at home was a great task, especially married female role at home. A female teacher must consolidate her home in the morning before going to school. Children and husband must be served with food to eat or drink, children must be prepared for school. The husband must be taken care of including his breakfast, and other care. As a result of this home responsibilities at times, the management of time become very tasking and tiring. Likewise, at school, the Nigerian female teacher or academicians engaged in many school activities which need time management. The issue of class lecturing, assigning to the responsibility of level coordinator, attending the academic meeting and what have you all these form part of school responsibilities which at times affect their performance resulting to lower productivity both at home and at work.

The gap that the current study has filled was the issue of conducting face to face interview to get in-depth information about the married female primary school teachers which the previous research being conducted by Christiana (2013) which used the questionnaire as the medium for collecting data. Of course, the previous research was conducted in southern Nigeria but the current research was investigated in the Northern Nigeria and Northern Malaysia respectively.

Despite the fact that, the current research focused on investigating multiple case-study, and have explored the data from the two countries by making a comparison regarding the similar case. Well, the previous research was a single case and a quantitative in nature. Santo and Elsenhardt (2004) regard multiple case study as

having a very little difference with a single case study. Multiple cases include two or more information but related case. Other research has been investigated in Turkey on primary school teachers' conflict approaches by gender. Habaci (2015) discovered that the role conflict existing among teachers and workers, in general, would be impossible to eliminate it entirely. The study was conducted to strategize solving issues of role conflict among teachers in primary schools, particularly regarding gender differences.

The current research has focused attention on the related underlying theory of role conflict by Kahn et al. (1964) considered role conflict as the coinciding happening of two or (or more) established burden such that agreement with one would make a more challenging agreement with the other. The current research also has adopted the theory and model of work-family conflict developed by Greenhaus and Beutell (1985) viewed work-family conflict as the dual roles in which the expected responsibilities of the work and family domain many times happens to be irreconcilable. In the process of designing the research questions to the participants of this current study, the Greenhaus and Beutell (1985) theory of work-family conflict has been used to investigate the Time-Based Conflict, Strain-Based Conflict, and Behavior-Based Conflict.

The researcher also has explored those factors from the practical experience of married female primary school teacher's perspectives through in-depth interview to answer the research questions and for the outcomes of the study. As supported by Merriam and Tisdell (2015) recommend that a qualitative investigation ought to have a theoretical backing. This has to be done by establishing implicit or explicit phrased

questions related to the problem statements and also reflecting the theoretical direction. Having carefully considered the problem of role conflict that exists between married female teachers, their homes and working place the researcher have extracted the evidence from the participant's experience and facts, and this will help in disseminating the idea to the appropriate authority and the generality for a possible way out. The ideal situation regarding the issue of role conflict among married female primary teachers is a serious problem affecting the teaching and learning process (Addison & Yankyera 2015).

In the Nigerian context, the issue of role conflicts among married female primary teachers is very pervasive. Female teachers more especially the married ones are seriously experiencing roles conflict in their home and their schools. A female teacher who is having many children, including the husband and sometimes with her in-laws, living in the same house, must prepare food to eat for breakfast before going to school every day. This on many occasions makes her be going to school late, in considering the time factor as well, the school headmaster must ensure that every teacher whether male or female reported to school on time. If that particular female teacher was not managing her time very well she might find herself being going to school late. As a result, the headmaster will not consider any excuse for her; they might end up having a misunderstanding which resulted in a conflict between them. This is what (Greenhaus Ziegert & Allen 2012) considers as family demands dominating over work demands, as a result of family-work conflict (FWC) which also hampered the quality of work.

Indeed, many times a married female primary teacher in Nigeria may carry her work from school wanted to do it at home, for one reason or the other she might be expected to perform another home responsibilities. As a result, she cannot fulfil the dual responsibilities at the same time rather neglect the other role, be it children's responsibility, husband's responsibility, parent's husband (in-laws) responsibility or any other, all these may result in role conflict. All of these might lead to encountering difficulties such as worry, discomfort or anxiety in their daily life, which can become very challenging and may lead to leaving the work or marriage breakage. Nayak and Pandey (2015) consider long working hours, overtime, role ambiguity, work overload, obstructive supervision, and much more from the workplace make women employees experience work-family Conflict.

Distinguishing between role conflict, work-family conflict and family work conflict Yongkang, et al. (2014) view role conflict as a situation where a worker is confronted with conflicting dual responsibilities within the dual domains he is engaged with. Whereas, work, family conflict, according to Kahn et al. (1964) is pressures from work domain that interfere with family responsibilities which make the role performer unable to resolve with the dual roles at the same particular time resulting to a conflict situation. Frone, et al. (1992) describes the family-work conflict as the situation whereby a dual or more role performer experiencing family responsibilities interfering with job-related responsibilities which makes the same role performer in a state of distress.

One of the other factors that stimulate the researcher to investigate married female primary teachers' role conflicts in Malaysia and Nigeria was whether they are

experiencing (WFC) in exercising their responsibilities as housewives, mothers of their children and as teachers. Likewise, the researcher investigated whether the stresses married female primary teachers' are experiencing affects their performances at home or at schools. The researcher also explored a multiple case-study of role conflicts between The MAFEPST and the NIFEPST. And between those two countries who are really experiencing much role conflict. Did the situations remain worst? And how will it be minimized and of what benefit? All these have been identified at the end of this investigation.

From the above-related works done by different scholars and researchers, the researcher has gotten a courage and readiness of conducting research of this kind. It is indeed, help in addressing or disseminating the problem to the various stakeholders. This type of research could be an avenue of solving or reducing the problem of role conflicts affecting married female teachers in primary school, mothers at home and teachers at school.

### **1.5 Purpose of the Study**

The general objective of this research is to conduct a multiple case-study of role conflicts among the MAFEPST and the NIFEPST, through investigating the challenges that the married female primary school teachers are experiencing, in exercising their dual roles as mothers in their homes and teachers at schools. The investigation was being guided by the following objectives:

1. To explore the kinds of role conflicts that married female primary teachers in Malaysia and Nigeria are experiencing.



2. To identify the factors of home and working conditions that contribute to roles conflicts.
3. To find out the challenges that married female teachers face when performing their dual roles.
4. To find out possible coping strategies of dual-role conflicts among married female primary school teachers.

### **1.6 Research Questions**

The study was also being guided by the following Research Questions.

1. What are the kinds of role conflicts experienced by the married female primary school teachers in Malaysia and Nigeria?
2. What are the factors responsible for married female primary teachers' role conflicts?
3. What kinds of challenges do married female primary teachers experiencing when exercising their dual roles?
4. How do the married female teachers cope with the dual-role conflicts?

### **1.7 Scope and Limitations of the Study**

The scope of this study is about role conflicts among married female primary school teachers in Malaysia and Nigeria. Eight research participants involving married female primary school English teachers were carefully been chosen. The research sites and the participants that were included in this study are from four selected primary schools in Kedah State in Northern Malaysia and other two primary schools in Kano State Nigeria from the Northwest zone equally make the total of eight participants' altogether. The researcher's intention to choose Kano state in Nigeria

was because of its higher population in the entire country and in Northern Nigeria as well. Likewise, relevant research conducted previously were conducted in the Southwest Zone of Nigeria secondary/primary and the other one in three Universities in the same Zone respectively. As buttressed by Yin (2013) recommends sample size and the sites as very important which not only the small number of the participants but the collection of vital information relevant to the research questions.

According to Creswell (2014), qualitative research does not indicate the actual number of the participants. Nevertheless, the sample size is determined by the design appropriate to be used. In a case study, he recommends four or five respondents to be involved in a particular case. In addition, Creswell (2012) indicates that due to the issue of time a small number of participants should be considered for the researchers' ability to conduct an in-depth investigation on the individuals and the site. Lincoln and Guba (1985) reiterate that evidently in qualitative purposeful sampling, the sample size is not the main concern, but the willingness of the participants to provide meaningful data that answer the research questions and objectives of the study.

### **1.8 Significance of the Study**

The study will be significant to the married female teachers in Malaysia and Nigeria. Addressing the problem will be a benefiting factor for married female teacher's well-being by applying effective coping strategies to overcome the dual role conflicts. This study will be helpful to the family members, including the female teacher's husbands, parents, pupils and the School heads for them to be well informed about the growing rise of role conflicts, which will firmly help in reducing the problem considerably. The Federal Ministry of Education, States Ministry of Education, Local governments

Education departments, District Education Authorities, Educational planners, and administrators have to organize refresher courses and workshops on how to overcome roles conflict for teachers in order to keep them abreast with the better approach and guidance.

As part of the significance of this study the married female primary school teachers and their school heads, should be sensitized with some periodic seminars and workshop, for coping strategies. As been stated by Gupta & Nain (2014), Nwachukwu, et al. (2017) in their studies that schools management should endeavor to organize seminars, conferences, and workshop timely to facilitate teachers and school heads on work moral values. This study will be a great benefit to the primary school teachers toward classroom practices, policymakers' practitioners, and school administrators. This study will help facilitate policy makers to take necessary measures for improving the quality of life of married primary school teachers and the quality of sound education giving to our children. The coping strategies made mention by the participants of this research will be made known to the school management to be deliberated into practice.

The government in its effort to re-visit the Education policy through curriculum developers giving them an insight on how to overcome the problem of role conflicts among workers and ensure employee right is protected, with high job performance and job enrichment. While, the study will be beneficial to the general body of knowledge, whereby researchers, scholars, instructors, the University communities could use it as a future reference for other researchers on the subject. The entire society will benefit from this study because they will become aware of the problem of

role conflicts among female teachers in primary schools and among workers in general.

### **1.9 Operational Definitions of Terms**

The following operational definition of terms is provided to help and facilitate understanding of some key terms in this study.

***Coping Strategies:*** In this study, coping strategies refer to the actions intended by the married female primary teachers that help them manage, overcome, and reduce their job-related stress. The strategies help teachers in maintaining themselves by coping with the pressures experiencing at home and school for the dual or multiple roles they engaging with. Coping with those stresses will help them become conversant in tackling the conflict experience for work-life balance.

***Family/ Home:*** Is a domain that married female teachers are being preserved under the control of their husbands and shared with various responsibilities as mothers, housewives, and daughters.

***Married Female Primary School Teachers:*** In this study, married female primary school teachers are considered our main concern and where the investigator has focused attention on. Married female teachers depend largely either on their family as couples shared with certain responsibilities to perform at home as mothers, wives, sister or in-law. Likewise, at schools as teaching staff and colleagues receiving authority from their superior heads require them to exercise their noble responsibilities as teachers.

**Multiple Case Study:** In this study, multiple case study is considered as a dual or multitask performed by the married female primary school teachers chosen by the researcher as a case study of two similar cases in different cultural and geographical domains. The study will help the researcher to investigate whether the married female primary school teachers in Malaysia and Nigeria are experiencing roles conflicts or not and what are the similarities and dissimilarity between the two similar cases. That is what made the study to be called a multiple case study.

**Roles:** Married female teachers are responsible for carrying out certain responsibilities in their family home, which is almost an obligation to every married woman (i.e. Taking care of the family, including the husband, children and the parent of the husband) so also in the working environment that is the school, there must be an assigned role to be performed which the female primary teacher is being attached with for teaching and learning to take place effectively.

**Role Conflicts:** In this study, role conflicts come as a result of pressure that arose from exercising two roles at one time, which becomes incompatible and at times resulted in conflict. Married female teachers find themselves in a conflict situation when they are performing one role while neglecting the other. This role conflict usually happens either at home with husbands or any family member. While, at school, with the heads, pupils, colleagues or themselves alone due to the pressure of the school or home responsibilities. This role conflicts considered a threat to a female teacher and it can lead to a worse situation of frustration, stress and can result in total failure when it became under control or final separation from the work or Family domain.

**Working Environment / School:** This is a place where married female teachers perform their duties as teachers, they were giving scheduled of responsibilities to perform within the spheres of time in the school environment as teachers, class mistress, Guidance and counselling, duty mistress etc.

### **1.10 Summary of Chapter One**

The first chapter includes the introduction, background of the study, statement of problems, Research objectives, and Research questions, Scope of the study, and Significance of the study, Definition of key terms and organization of the study. Chapter two will cover the critical and relevant literature of the past research similar to the topic. It will also address the subject matter, discussion and review related aspect of role conflicts. Whereas Chapter three will present the research methodology adopted by this study, which includes the research design, the participants and the population, data collection procedures, data analysis, procedure for data analysis of interviews, credibility, dependability, and the research ethics.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter reviews the theoretical, conceptual and empirical literature relating to a multiple case-study of role conflicts among the Malaysian and Nigerian married female primary school teachers. The aim of this empirical review is to find out and investigates some previous research findings that are appropriate and closely related to this particular research. In this chapter, the researcher also ascertains the conceptual and theoretical background of the research. Some basic issues regarding the teaching profession in Nigeria and Malaysia were also been discussed, the empirical studies on work-family role conflicts with some relevant theories were as well been deliberated respectively.

#### **2.2 Research Theoretical Framework**

Many scholars have come up with several theories with regards to role and conflicts, the earliest theory of role, work-family conflict and origin of Work-life balance. Finding a stability concerning family and working environment and how it influences each other, work interferes with family and family interfere with work-family satisfaction. The MAFEPST and the NIFEPST role conflict experience have been investigated using related foundational theory. The study was investigated through the use of the adapted work-family conflict model developed by Greenhaus and Beutell (1985), The Time-based Conflict, Strain-Based Conflict, and the Behavior-Based Conflict.

### **2.2.1 Role Theory**

The underlying theory of role conflict was derived from the work of Kahn, et al (1964) emphasize that individuals exercise various roles in their daily life (e.g., father, mother, daughter, son, worker, and family caregiver), and they have inadequate time and attention to allocate the time to separate role. Due to the fact that, there could be a conflict in relation to those separate responsibilities of an individual. Where he or she is trying to accommodate all the roles in their lifetime. This need becomes responsible to encounter the burdens of all roles finally lead to role ambiguity and role stress in a particular or the multiple roles. Stress might have harmful effects on an individual's fitness and comfort (Poelmans, O'Driscoll & Beham, 2005).

Nevertheless, role theory is very narrowly based on the fact that different roles can strengthen each other and may increase working-class health and contentment. But in contrast, some literature has emphasized workloads and of coursework can be a source of job dissatisfaction among workers. In a situation where teachers were overwhelmed with work overload apart from their teaching in the classroom, such as administrative responsibilities, they usually feel dissatisfied with their school they are teaching, as a result, they likely seek to change their existing school or automatically leave the teaching job to other occupation (Amzat & Al-Neimi, 2014).

### **2.2.2 Spill-Over Theory**

Pleck (1977) proclaims that Spill-over theory has been the greatest and widespread theory for studying the work-family interface see (Staines, 1980; Lambert, 1990; Young & Kleiner, 1992; Williams & Allinger, 1994; Doby & Caplan; 1995; Grzywacz, Almeida, & McDonald, 2002). This theory is centred on the opinion that



there are penetrable borders between work and family. Greenhaus, Parasuraman, Granrose, Rabinowitz and Beutell (1989), Hammer, Allen and Grigsby (1997) added that temperaments, attitudes, sensations, moods, worry, and behaviours stimulated from a particular domain can spill over into another domain.

Rothbard and Dumas (2006) posit that Positive spill-over indicates the circumstances where fulfilment, sense of achievement, and wellbeing gained from one domain (e.g., work) are relocated to the other domain (e.g., family). In contrast, negative spill-over arises when difficulties generated in a particular domain spill-over into the other domain, resulting in hazardous consequences. For instance, a medical specialist who had a challenging day at work could still be exaggerated by the pressure of the day spilling-over the pressure at home. Even though, this is a pattern of negative involvement from one situation moving to the other situation (Riley, 2012).

This is where the main central idea comes from, because it is from the role responsibilities that an individual is capable to allocate the necessary time and energy, more especially if the role became dual and wanted to exercise those responsibilities at the same particular time, it usually became very hard to him or her to exercises the dual roles perfectly. In the end, it resulted in stress and lastly, a conflict exists. At least one more time is consumed in a particular role (e.g. At work), less, the period is left for other roles, and that intensifies the likelihood of work-family conflict. For the researcher to relate the current study with reference to the above role theory, efforts have been made to find out the condition of female primary teachers on how they exercise their dual roles at home and the school respectively.

### **2.2.3 Role Conflict**

Kahn, et al. (1964) have considered role conflict as the instant happening of dual (or more) set of stresses that make a bargain with another and happen to create an additional challenging agreement with another. They acknowledged diverse categories of conflict inside the work role; person-role conflict, intra-sender. In each category of conflict, one aspect of role pressure is in some respect become irreconcilable with the other set of pressure. Katz and Kahn (1978) define role ambiguity as indecisiveness about what the employees in a particular organization are expected to perform. Furthermore, they define role behaviour as frequent specific activities, suitably interconnected with the tedious activities of others so as to produce the anticipated result. The established mutually dependent behaviour comprises a social system and established a combined arrangement in which individuals perform their task.

Black (1988) suggests that for an individual to make certain modification when threatened with role conflict, the modification of the role involves the manner in which the individual adjust to the new role. Quite lots of scholars, especially Van, Maanen (1979), Feldman and Brett (1983), Dawis and Lofquist (1984) and Nicholson (1984) basically reiterated that a person can adjust by modifying the first-hand role to tie impressively the role anticipations Nicholson (1984) develops these two dimensions into four compartment environs which comprise all the arrangements of the two elementary kinds of adjustment.

The first approach of the adjustment Nicholson (1984) is called replication. When aggravated by a new work role, a person using this adjustment approach would make

few adjustments in his or her uniqueness or behaviour in order to fit into new roles. The person will make a few modifications in the role. The second mode of adjustment is termed absorption when confronted with the new role; a person using this adjustment strategy would make very few modifications in the role and would instead modify his or her own behaviour and attitudes to fit the role requirements. The third mode of adjustment is termed determination. According to Nicholson, this mode of adjustment represents those instances in which the incumbents' adjustment to the demands of the role transaction leaves the person relatively unaffected but alters the new role. The fourth mode of transition is termed exploration, this mode of transition represents those cases in which the person makes an adjustment in his or herself and in the new role.

#### **2.2.4 Inter Role Conflict**

Inter-role conflict is a type of role conflict in which the collections of imagining pressures occur from participation in dissimilar roles. In such circumstances of inter-role conflict, the role stresses associated with the connection in one organization are in conflict with stresses curtailing from involvement in other groups. Stresses from role sources in the occupation for overtime or take homework, might result in conflict with stresses from one's wife to give attention to family affairs during sunset hours. The conflict that occurs between the role of the crucial individual as a worker and her/his role as a spouse and mother/father. Added that, on a particular occasion in inter-role conflict occurs when forces take place in one role are irreconcilable with stresses arising in another role. In addition, role stress incompatibility exists as soon as participation in a particular role is made more challenging by the nature of participation in another role (Kahn et al. 1964).

### **2.2.5 Work-Family Conflict**

Greenhaus and Beutell (1985) had made a considerable effort with regards to work-family conflict, they argued that, work, family conflict occur as soon as; (a) time devoted to the requirements of one role make it difficult to fulfil of requirement of another domain; (b) strain from participation in one role makes it difficult to fulfil the requirements of another domain; and (c) specific behaviours required by one role make it difficult to fulfil the requirements of another role domain.



## Work-Family Role Pressure Incompatibility

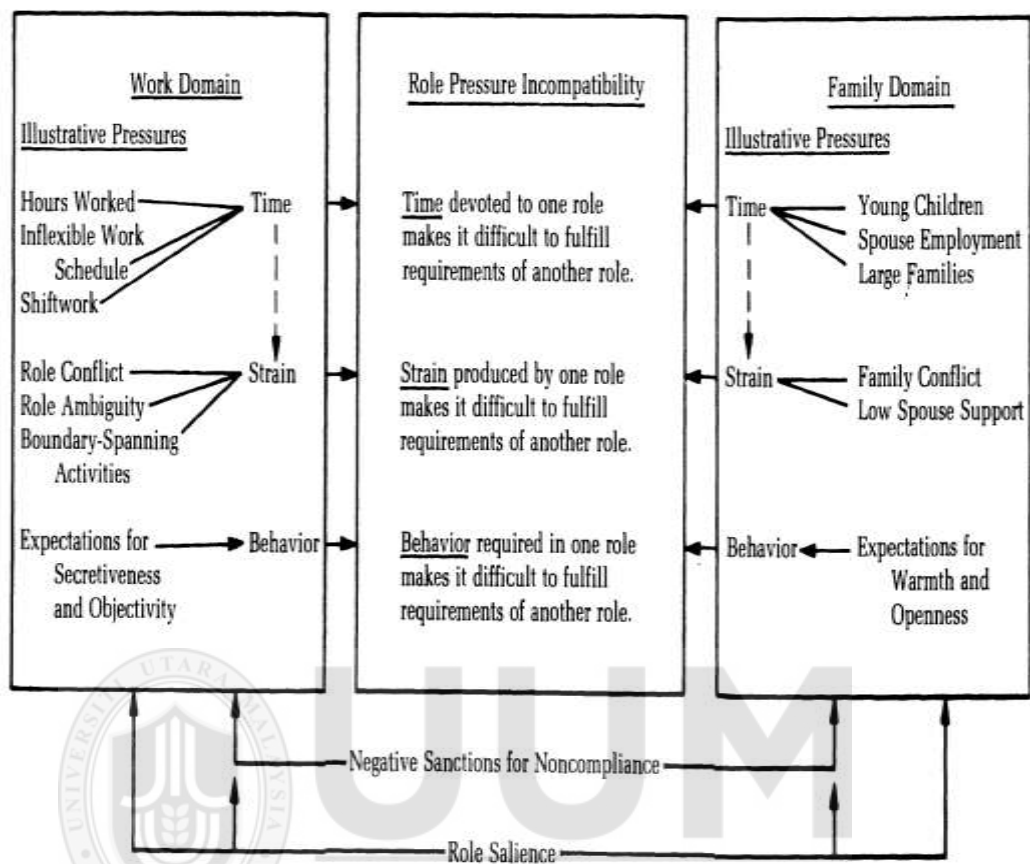


Figure 2.1. Work, Family Role Pressure Incompatibility Model adopted from Greenhaus and Beutell (1985).

The current study has adapted this model for the purpose of viewing how those dual domains were prompting the married female teacher as the person who is experiencing pressures from those dual domains. Refer to Figure 2.2 where the Conceptual Framework of a Multiple Case-Study of Role Conflicts among Malaysian and Nigerian married Female Primary School Teachers is attached for more information.

Below are the three major factors theorized by Greenhaus and Beutell (a) Time-Based Conflict, (b) Strain-Based Conflict and (c) behaviour-Based Conflict which is also

shown in Figure 2.1 the model recommends that any distinguishing role that has an emotional impact on an individual's time participation, strain or behaviour can be liable to produced encounter from a particular role to another. The proponents of this model have similarly put forward that role pressure (work-family conflict) are influencing the role performer with pressures from those dual domains which makes him or her disrupted of denial to participate in the other domain.

#### **2.2.5.1 Time-Based Conflict**

An individual may find himself very committed to multiple roles at a particular time. Indeed, the time consumed in performing a given task, will not be dedicated at the same time in another task. Time-based conflict is consistent with too much work, in a particular time and within multiple domains. Planning the time and assessing the conflict has been acknowledged by Pleck (1977) and role overload had been suggested by (Kahn, et al.1964). As illustrated in Figure 2.1, domestic role necessitated an individual to devote enormous time to family conflict. Herman and Gyllstrom (1977) establish that a married person's experienced excessive work-family conflict than unmarried individuals.

Numerous researchers have established that parents of younger kids (who needs their parent's time) experience excessive conflict than parents of grown-up children. Beutell and Greenhaus (1980), Pleck (1977), Greenhaus and Kopelman (1981) Outsized families which are likely to be more time demanding than lesser families. Furthermore, those families were expected to be concomitant with high levels of work-family conflict. Additionally, Beutell and Greenhaus (1982) found that highly work oriented husband offers less time to his wife and showing no concern to what is

happening in his home, as a result of that the wife experiences conflict to handle home responsibilities especially when they are having many children. Based on the idea of Time-Based conflict, the issue of planning, coordination, children and spouse responsibilities, work schedule, friends and other engagement all together contributed to the roles conflict. In an attempt to make use of time to carry out those stated responsibilities, the workers, especially female teachers experience stress that makes them unable to coincide with loads of the other role.

#### **2.2.5.2 Strain-Based Conflict**

The second type of workplace conflict is the Strain-Based Conflict. Considering the proponents of this theory, they advocated that work stressors experience conflict through strain indications such as exhaustion, tension, worry, sadness, boredom and bad temper. Therefore reference to Figure 2.1 developed by Kahn that strain generated from a particular role makes it challenging to fulfil the desires of another role. Bartolome and Evans (1980) support that the Strain-Based Conflict is more concern with the 'negative emotional spillover' definite confused happening on work produces tiredness or frustration that make the worker experience difficulties in sustaining nonwork life. Kanter (1977) witnesses that workers, who were confronted with the strain from work might affect their expected responsibilities at home. Furthermore, Beutell and Greenhaus (1982) observe that females whose job coordination is dissimilar to their other half experience higher encounter concerning work-family role.

### **2.2.5.3 Behaviour-Based Conflict**

Schein (1973) has pointed however, that family, associates, may assume an individual to be sincere, nurturing, emotional in his or her relations with them, if an individual is incapable to acclimatize his or her pressurized behaviour from work to home may result in having more conflict from work as spill-over pressurized behaviour to home. The three types of work-family conflict postulated by Kahn et al. (1964), Greenhaus & Buetell (1985) had become a very good idea and efforts in the field of research which attracted many scholars and researchers' attention. The theory also becomes guiding doctrines to use as a medium to investigate the study of work-family conflict.

The researcher believed that the study will be significant to the stakeholders associated with home and the work domain. Reducing the level of work-family conflict, which currently becoming a threat to most married female primary teachers will improve their well-being and also the teaching profession will become efficient and effective. In fact, to discover a research issue in the field of research is almost half of an answer to solving the problem. For example, identifying the idea of work-family conflict by the researcher and participants could also help in solving or minimizing the problems associated with female teacher's role conflicts experience.

### **2.2.6 Work Interfere with Family (WIF) and Family Interfere with Work (FIW)**

The issue of family and work interfering with each other and its effect is not well clearly understood. Even though, lots of researchers maintained the view that work, family conflict happens as a result of incompatible role exercised by the employees in an organization. Cloninger, et al. (2015) indicate that a balance between family and work has become an investigation among researchers. Wiley (1987), Frone, Russell



and Cooper (1992), Kelloway, Gottlieb and Barham (1999), Mesmer-Magnus and Viswevaran(2005) and Byron, (2005) have acknowledged dualistic theoretically interconnected types of conflict, which includes Family interfering with work and work interfering with family, of course were considered as two domains and different areas that affect workers' life.

#### **2.2.6.1 WIF and Outcomes on the Work Domain**

Some researchers have viewed work-family conflict as unfavourably associated with job pleasure. Example, Frone et al. (1992) Amstad et al. (2011) WIF as the situation where a worker usually experiences pressures from work that makes him or her irreconcilable to balance the situation with home responsibilities. Work interferes with family is regarded as harmfully associated with happiness in any profession. This is because workers who experience extreme levels of work interfere with family and family interfere with work might experience poorer levels of happiness in their work life. For instance, Wiley (1987) establishes an adverse connection concerning the occupational and nonoccupational role encounter and structural obligation.

#### **2.2.6.2 FIW Family Satisfaction**

Similar to the problem of work interferes with family, the family interferes with work is harmfully interrelated with work Just as the work domain does. FIW is overwhelmingly interrelated with work connected effects. Once workers discover that their family were upsetting them with the responsibilities, they experience an intensified feeling of disappointment with their family life. Consequently, those workers experiencing family interfere with work might be uncomfortable with their family (Amstad, et al. 2011). As a result of the spillover of pressure from work

affecting the performance at home and pressure from home influence, the performance in the working place also resulted in serious conflict. Workers are expected to utilize their limited time to determine the level of duties in both domains. Edwards and Rothbard (2000) suggest that in a situation where additional stress in one domain, as a leftover, will be generally transferred to the other domain. On the other hand, if the role stresses escalated, the stress from the original domain would increase extensively, not only unfavourably influences the other domain but also create conflict with another.

According to Edward and Rothbard (2000), conflict regarding the family territory is interrelated with some related mechanisms, including compensation, resource transfer and spill over. Frone, et al. (1992) develop the idea that spill-over can be referred to a usual feeling of worker's commitment concerning their family responsibilities and their job's responsibilities, which resulted in high pressure interfering with work and family subject matters. The above scholars considered work interfere with family as the conflicting roles where workers experience stress from their working place interfere with their responsibilities at home. While family interferes with the work is the type of role conflict that workers experience pressure from their homes that affect the daily routine of their work domain. Frone et al. (1992) workers might experience pressure from work, in reaching their home from work they find it very difficult to perform their responsibilities at home effectively. In this respect, they experience conflict with their partners.

Generally, work had become an addictive activity, certainly feeling about it is feeling about life in general, and so also satisfied with the job increases life satisfaction,

likewise, dissatisfaction with the job lowers general satisfaction indeed. With regards to the above particular theory of WIF work interfering with family and FIW family interfering with work developed by (Frone, Russell & Cooper, 1992; Kelloway, Gottlieb and Birham, 1999; Wiley, 1987) categorically their theories have attracted researchers and scholars' attention leading to many findings. Rossi, Perrewe and Steven (2006) Indicate that, the complexity of the work-family interface leads to significant challenges for managers as they seek to reduce work-family conflict and support work-family facilitation, for example, research has tended to find that personal coping strategies, where employees are essentially asked to consider their own strategies for dealing with work and family role stressors, tend not be effective in reducing stress, strain (e.g. Burnout) or family conflict. Frone (2003), Helbesleben and Buckley (2004) suggest that organizations need to consider more systematic options when attempted to deal with stress associated with the interface between work and family.

Cloninger, et al. (2015) study has also presented a support mostly to gender-role theory. They discovered a significant interaction between family interfere with work and sex in consonant with Occupational gratification. They revealed that females have greater work contentment, as the family interferes with work developed; the greater the level of their work contentment turns out to be worse. The researchers collected their data using cross-sectional data and the respondents were employees working in the United States of America.

In this respect, even if female workers experience a greater degree of work contentment than men, the researcher had agreed that female workers should have

been more satisfied than men. Because the majority of women were not independent especially married women, but rather dependent on their husbands as the breadwinner. Of course, this issue that stimulated the current investigator to find out the roles conflicts experience among married female primary teachers in Malaysia and Nigeria as a multiple case-study. An in-depth investigation and accurate information were obtained from the participants. Again, one shortcoming the researcher comes across from the works of Cloninger et al. (2015) which failed to explain the instruments used for collecting the data. Whereby the researcher only discovered them explaining the use of survey instruments in their research without explaining the distributed questionnaires as other researchers do.

Perhaps, Cloninger et al. (2015) came up with valid and reliable data, it had become an added advantage to the body of knowledge to researchers, scholars and the general populace. Based on the above-mentioned related study, the current research has bridges multiple gaps throughout work-family literature, by shedding more light regarding the multiple case-study of roles conflicts among the MAFEPST and NIFEPST. Of course, large families demand more time than the small families and have been associated with high level of work-family conflict. Likewise, married individuals experience more work-family conflict than those unmarried (Herman & Gyllstrom, 1977).

### **2.2.7 Educational Management and Theory of Motivation Regarding Teachers Dual Role Conflicts**

Many theories have been borrowed and used from different disciplines in order to make teaching and learning process efficient and effective Bush, (1995). Glatter

(1979) argues that educational management is practically concern with how various educational institutions are supposed to be functioned, and also how the relationship between the teachers the administrators and the immediate environment is cordial in achieving the societal goals. In this regard, Vandenberghe and Huberman (1999) believe that learning and motivation have been identified as the positive strategies for teachers' role conflict experience. The researchers recommend the theory of motivation to be one of the guiding principles in educational management in overcoming teacher's home and work stress. Atkinson and Feather (1966) define motivation as the stimuli of the individual that ignites in performing a given task. Nelson and Quick (2017) define motivation as the practices of making the worker in sustaining goal absorbed behavior. Motivation has been classified into two distinct theories the external concern with environmental factors and the internal theory is regarded as the Maslow theory of needs (1943) the theory is concerned about person needs which usually motivate the behavior of a worker in an organization. Those individual workers needs include Physiological needs, Security needs, Social needs, Esteem needs and the Self-actualization.

For those teachers who are usually experiencing role conflict Taylor management theory (2004) view that workers in an organization need to be motivated with good pay in order to work effectively. But Mayo (1949) argued that workers did not only need money to be motivated but also needs social needs, security and peace for them to have good interaction for effective display of work. He added that workers' competency and productivity would be enriched through motivation, without motivation, the human being is difficult to handle. Yet, Adams & Freedman (1976) with his equity theory, supported Taylor where he agrees that workers indeed need to be compensated

for better inputs in the organization. The moment workers were treated unjustly they usually reduce their performance capacity. The workers might quit their job in the absence of better compensation. But if they were compensated well they try to work harder. Skinner (1958) recommends the working environment should have positive changes within an organization where workers can have sound attitudes and feeling being managed efficiently.

### **2.3 Concepts of Role Conflict**

Gilbert, Holahan and Manning (1981) develop the idea that role conflict is proficient when the several role components are perceived as nearly in importance. Onyemah (2008) states that role conflict is a consciousness of becoming unclear about certain multifarious directions, incapable to determine a way to make every role companion to be contented. A role is a set or anticipated behaviour related to a particular position or prestige in a group or organization. A person's role is associated with rights and obligations, power and duties, in order to interrelate with one another, people need to predict other people's behaviour or other people's roles.

Role conflict is a condition in which an individual come across conflicting role potentials. This arises due to the different and expectations of a person's role. The differences in expectations cause a role performer to perform contrary to what is expected of him or her (Sarah, Zakaria, & Rosliza, 2014). French, et al. (2015) consider a role as established anticipations connected with work or position usually scheduled with a group. Role conflict arises once an individual was incapable to come across anticipation from individual or group.

## **2.4 Work**

Work is essential to entire human life, and work has a vital implication to a human being. Henry (2004) postulates that work: (a) assist human being to institute their identity, (b) offers the opportunity for social interface that goes beyond work-related actions, (c) promotes interactions, (d) encourages commitment, (e) offers a purpose and meaning to the human's lives, and (f) be responsible for an opportunity for status and income. Edwards and Rothbard (2000) reiterate that work is a struggle that provides people with the resources desirable to live. Deci and Ryan (2002) extended the conception of work which comprises the feelings of belongingness, social contribution, and personal growth, which they consider as fundamental to human happiness.

## **2.5 Family**

Kelly and Kelly (1994), Edwards and Rothbard (2000) consider family as an integral part of everyday life. This group of people comprises, (e.g., parents, grandparent spouses, and children) destined together by traditional relation's life at home, where family members treasure well-being in an atmosphere of belonging. And also the family entity encourages individual's pleasure. Frone, Russell and Cooper (1992), Clark(2000) Edwards and Rothbard (2000),Allen, Herst, Bruck& Sutton (2000),Voydanoff (2005) argue that family and work are the dualistic vital domains in individual's lives and, at the end result, work and family become a source of conflict as they compete with each other. Work and family, nevertheless, are a synergy that supplements each other. In detail, the encouraging side of the work and family are really improving the wellbeing of the domestic entity.

Of course, considering the above contributions from various scholars' work is a very important obligation for individuals to be engaged with. Labor helps an individual to be self-reliant, feeling of social qualities belonging to a particular group. Work increases personal economic activity or value, feeling of comfortable life, work encourages the association of two or more people, it engages people to be connected to certain responsibilities, provides the reasons and significance of people's perseverance, and work provides an opportunity for prestige and improves earnings. Greenhaus and Powell (2006) identify that the knowledge a person has in one role may improve people's sense of wellbeing in other domains and their eminence in life (Riley, 2012).

## **2.6 Work-Family Conflict**

Greenhaus and Beutell (1985) consider work-family conflict as role conflicts in which the expected responsibilities of the work and family happen to be irreconcilable. St-Amour et al. (2005) suggest that Work-family conflict has important concerns of all social workers (health, social and Economic impacts), bringing about the need for government to appraise the roles presently engage in recreation by workers, as well as the edition of public policy, in the process to come up with these factors in line with the innovative authenticities of proficient action and family life. The two domains are essential to human life in general, also each one influence the other. Work and family are the two domains that need greater attention in order to avoid or minimizes conflicting propensities.



## **2.7 Family-Work Conflict**

Family-work conflict is another type of inter-role conflict which many researchers failed to acknowledge its effect when compared with work-family conflict (Greenhaus & Beutell, 1985; Eby, et al.2005). Frone et al. (1992), discovered that like work-family affect workers' wellbeing, likewise family-work conflict affects workers' attitudes about their jobs. In this regard, family-work conflict is the requirement of time dedicated to strain and generated by the behavior belonging to the family member as a worker, which in many occasions interfere with job-related responsibilities (Greenhaus & Beutell, 1985; Netemeyer, Boles & MC Murrian 1996). According to Pleck (1977), career women are more likely affected by family interfere with work, due to their responsibilities as a wife at home and also a mother. While in contrast, quite a number of men are finding themselves with work interfere with their family responsibilities.

## **2.8 Primary School Teaching**

Little wonder, the conceptual meaning of primary school education was insufficient among scholars even though, it is the background system of education. Scholars were not interested to define the concept. Only very few had made their contribution, for example, Accordingly, Cyprus Ministry of Education and Culture (2015) described primary education as the type of education that has fundamentally planned for establishing opportunities for every child to acquire both cognitive, affective and psychomotor domain for development. Based on the above the present study considered primary school education as the underground level of education to the younger children. It is the early system of education that provides the pupil with the basic knowledge of basic numeracy, literacy of word formation, comprehension and

other relevant subjects. Murray and Passy (2014) view primary school teaching as the type of imparting knowledge and skills on literacy and numeracy given to pupils between the age of 5 and 11 which also being equally termed as elementary schooling. Capable teachers who were trained and acquired teaching techniques are responsible for teaching, guiding and counselling those children.

## **2.9 Female Teacher's Role Conflicts**

In the context of this study, Female roles in the teaching profession have been regarded as the major contributory factor to societal development. Greany (2012) states that a female role as a worker has become a contribution to achieving capacity needs. However, from the educational perspective, the involvement of women and girls has been a great impact. Locke and Massengale (1978), Widayani & Sugianingrat (2015) state that female teachers/coaches perceived more, and often, experienced as much role-related conflict than their male counterparts; as argued further woman who works as a lecturer, might experience pressure as a result of conflicting roles.

## **2.10 Coping Strategy**

There is no single and accepted definition of coping strategy, but scholars have contributed in giving out their definitions. Lazarus and Folkman (1984), Supi, (1998) contend that coping is a constant change of behavioral and cognitive thinking in managing, tolerating or reducing internal and external hassles. Fleaming, Baum, and Singer (1984) view coping strategy as an effort made by an individual in reducing his/her stress level. In as much as the worker is coping and contented with his job, there is every tendency of him to drive happiness and be productive as a worker. But in a situation where the worker is not happy with his job or job stress, the production

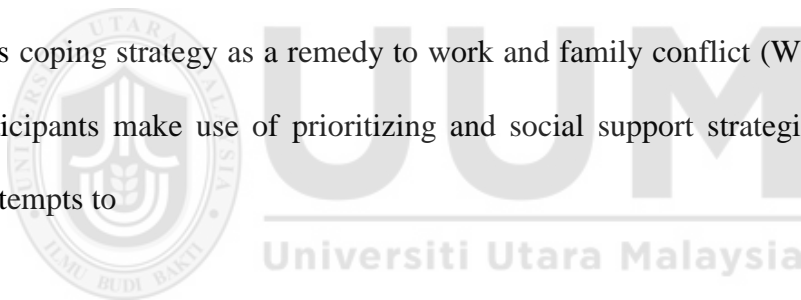
capacity will become negative and may possibly affect the workers' wellbeing (Lian & Tam 2014). Pearlin and Schooler (1978) state that coping refers to the efforts and control that an individual does to avoid being affected negatively by life-strain. Therefore, based on the above definitions of coping strategy researchers should bear in mind that teaching is naturally inclined to stress, but supposedly teachers have to be determined by coping or dealing with the stress. Smith (1995) suggests that married female teachers experiencing dual role conflict should create a right time for leisure, set up priorities, eating healthy foods, and feeling positive regarding home and work.

Okeke, et al. (2014) posit that there a maximum number of literature that identified some coping strategies to dual role conflict among teachers among which did include the following:

1. Problem-Focused Coping Strategy: This is the type of coping strategy that a teacher should adapt using his/her cognitive thinking to maintain positive thinking about life. This could be done by making plans and finding the right solutions to issues of role conflict.
2. Emotion-Focused Coping Strategy: Steyn and Kamper (2006) view that emotion-focused strategy help the teacher to control his/her emotions while experiencing work or home pressures.
3. Direct Action Techniques: A teacher who is experiencing home or work-related conflict, he can change his environment for him/her feel better. For example, by visiting a movie center, recreation centers and religious centers to cope with the stress (Sprenger 2011).

4. Social and Community Support: Sprenger (2011) discovers that social support can be a suitable factor that reduces teacher burnout. This support can be from friends, colleagues and family members, thereby seeking advice from them.
5. Physical Coping Strategy: Teachers should do physical exercise to alleviate their dual role conflict, stress by doing indoors or outdoors exercises, readings and meditations (Richards, 2012).

From the above really lot of scholars have contributed in defining coping strategies in an attempt to overcome dual role conflict among teachers Khan & Achour (2011) consider religiosity as the significant factor for stress coping strategy in Malaysia. Of course, Achour, et al. (2015) have confirmed most of their research participants used religious coping strategy as a remedy to work and family conflict (WFC) few among the participants make use of prioritizing and social support strategies. The present study attempts to



### **2.11 Origin of Work-Life Balance**

The origin of work-life balance was first initiated in the United States of America in late 1970 later in the 1980s, this struggle came into being as a result of home and work roles started becoming incompatible. It is as a result of this move the human resource management deems it necessary to proper coping strategies against work-family conflict among workers to encourage productivity (Pichler, 2008; Nayak & Pandey 2015). Maeran, Pitarelli and Cangiano (2013), Agarwala, et al. (2014) indicate that throughout the modern eras, the working life is supposed to be connected with the value of employees' special consideration. The 1970s investigation has given emphasis to the difficulty of work and family interrelationship, however, during the

1980s, the matters have been alleviated by the enterprises as the incidence that affects workers capability and performance. Otálora (2007) notes that recent models which study, work-family/life phenomenon use a two-way conceptualization, namely how to work affect employees' personal lives and how their personal lives affect their performance in the company.

Greenhaus et al., (2003) defined *work-life balance* as the maintaining the balance of time and stress of work and family domain, and job satisfaction among employees. The work-life balance is geared toward creating a stability concerning work and family difficulties as well as the equilibrium between work and other role anticipations and tasks in personal life (Clark, 2000; Hammig, Gutzwiller & Bauer 2009; Osorio, 2010; Munnir et al. (2012). Workers experience conflict from family and work, though the work balance is not stagnant, but need modification concerning the levels at work and individual circumstances: Due to the strong effects of the relationship between the life of the individual and his occupation. The progress of innovations of work-life balance has fascinated and keeps brilliant employees by making them become more progressively significant in their establishments.

Chinchilla, Heras, Masuda and McNall (2010) claim that the world has gone momentous changes that reinforce the necessity in contemporary times, which really leads to the progress of the work-family stability. Similarly, it was this impetus that leads to the participation of females to engage themselves in labor, their right, and equal chances; the inspiration of technology, that generate collaboration among people in several fields; the escalation degrees in divorce, as the principal factor in the increased manifestation of single parenting. Likewise, the rising percentages of

females working in the various fields have intensified the quantity of multiple working marriage partners' who experience worries that attract the carefulness of the family. The family and work are presently considered as not challenging areas, but rather as the areas that need to be observed in a combined *modus operandi*. Comparative studies have focused largely on three countries, the multiple countries' assessments have been very limited difference of cultures that play a significant role in clarifying the backgrounds and value of wage earner obligations and work-life balance practice, the countries were India, Peru and Spain (Agarwala, et al. 2014).

## **2.12 Empirical Studies on Work/Family Role Conflicts**

Domestic and workplace conflict exists almost in every occupation, teachers experience work-family conflict in their life. Bruck, Allen and Spector (2002) state that, olden day's family pattern, considered the responsibility of the husbands as the main provider of every need of the family, and the responsibility of wives were in charge of taking care of the house activities and the children. In this respect equally, husbands and wives perform numerous responsibilities resulted in disharmony and can cause problems. However, Carlson, Kacmar and Williams (2000) authorize that, work-family conflict denotes to the pressure experienced by workers. Ansari (2011) re-affirms that, females exercise dual roles as wives and mothers, they have domestic responsibilities. Housewife function as the key achiever for utmost actions completed at home, such as taking care of the offspring, and at the same time they also become employees. According to Hakanen, Bakker, and Schaufeli (2006), the amount of work of teachers is reflected in quite a lot of factors comprising additional formal and challenging procedures in undertaking their jobs.

Obviously, teachers were finding themselves very challenging in organizing their own work. Teachers were not only liable for enlightening students but also in charge of enhancing the social and passionate development of their learners, consequently augmenting the duty of career teaching. A number of studies expressed that the majority of female teachers were incapable to distinguish their responsibilities in the workplace and home responsibilities (Cinamon & Rich, 2005). This indicates their responsibilities as a wife or mother and of course, a teacher is stressful and unhappy. The female teachers were imposed and undertake three responsibilities, specifically, as a housewife, mother, and a teacher. Wafula (2010) states that harmonizing between home and teaching responsibilities as the wife is a very difficult task. Teachers experience serious stress in administering students', likewise, they need full strength to be outstanding teachers and virtuous mother. Absolutely, teaching advocates great difficulties, and lack of good class management makes teachers to experience exhaustion, of course, exhaustion is a sign of work-family conflict.

Palve (2016) Identify that those women play a significant role in the home and national development. But the female teachers are facing a lot of encounters in performing their roles in families and schools due to demands made by a society of teachers. They have to give time and energy to their family and also to school roles. Hence, due to incompatible challenges of exercising multiple roles, role conflict emerges. While a written report of the economic and social research institute (ESRI) authorized by Darmody and Smyth (2011) argue that gender was not a major factor in primary and secondary teachers work stress. In addition, female primary school teachers experience higher job pressure than their male counterparts. Likewise, the principal's job pressure did not differ by sexual characteristics. The researchers had

distributed 2,000 questionnaires to primary schools, teachers and principals in Ireland schools. After their finding, they concluded that the whole Irish primary school teachers and principals were comfortable with their work as teachers.

The purpose of their study investigated whether female teachers of primary schools are facing roles conflict, and the factors contributing to it. The major findings of their study were as follows, 50 percent of the teachers have average roles conflict level and there is no significant difference regarding role conflict among female teachers working in rural and urban school. Of course, their research has found that role conflict among female teachers with respect to government, aided/ private schools, permanent and guest teachers have proved a significance difference. It also revealed that there are role conflicts among female teachers with respect to their work experience which has witnessed a significant difference. The researchers used quantitative methods of data collection using a descriptive survey and stratified random sampling was adopted to select an appropriate number of female teachers for the study. The sample of the study consist of 554 female teachers, 82 female teachers from urban government schools 137 urban aided/private schools, 267 teachers from rural government schools teachers and 69 female teachers from rural aided/ private schools in Shimoga District have been selected for the study.

Nurmayanti, Thoyib and Irawanto (2014) reveal that female teacher with many children experiences more pressures in exercising multiple responsibilities. They conducted a study that focused on investigating work-family conflict experience among female teachers in Indonesia. They viewed work-family conflict as job performance pressures. Added that it was after the late 20<sup>th</sup> century the shape of



multiple working families started to replace the old-style pattern of life and was regarded as the overriding family exemplary, which entirely resulted to evolutionary measures by those family who seek to improve their living conditions. The outcomes of their studies have basically concluded that teachers experience work-family conflict in their homes and schools.

Laila (2010), Churiyah (2011) and Tanudjaja (2013) studies found that the socio-cultural values of education in Indonesia has placed the task and responsibility of teachers as equally associated to different facets of education. The Indonesian society teachers were considered as parents, moral custodian, and transmitters of knowledge to the students. Research has shown that female teachers in Indonesia more especially those that are married find themselves with multitask. In many occasions, quite a number of Indonesian teachers were preoccupied with their job for various reasons.

Many teachers experienced loss of passion to guide, some even consume much of their time while they were eager to go their houses running away from doing overtime beyond their working hours. Additional conditions might be added to a situation like loss of desire such as unpleasant body, uncooperative learners, confused teaching, and domestic violence. Subsequently, educators might experience discontent, wearisomeness, and unhappiness, finding themselves uninterested concerning their workforce and feel surrounded by the boring task (Nurmayanti et al.2014).

From the above research work, we can have a clear focus on how the researchers have conducted their findings. The encounter between home and working conditions experienced by the female teachers was due to so many factors, such as incentives,

conservation factors, features of the career as teachers, as well as the complex work and principles confined by those female teachers. Moreover, the work-family conflict encounter by any individual teacher might not be relevant to another teacher. Even though, WFC can be viewed as unavoidable from teachers, but can be reduced for effective teaching and learning process.

Although Work-family conflict (WFC) can be regarded as an unavoidable situation confronted by men and women in all occupational fields. There is not enough literature conducted on work-family conflict because little consideration has been paid to investigate whether female primary teachers experience role conflict in Malaysia and Nigeria or not. Mukarram, Akbar, Jan and Gul (2012) conduct their study, particularly for female teachers in private's primary schools in Pakistan based on quantitative methods. Their result was analyzed to check whether organization policies contribute to reducing work-life pressure and stress. Based on their findings, their result proved that the organizational policies do not favor female primary teachers. The questionnaires were used to collect data from 200 female school teachers.

The correlation study conducted has shown that there is a negative correlation between work-life conflict and job performance. Therefore, their study had proven that work-life conflict is negatively associated with job performance. Secondly, the organizational policies do not reduce the excessive desired relationship between work-life conflict and job performance. Their figures proved that the organizational policies were insignificant toward reducing work-life conflict between female teachers in Pakistan. Finally, based on their findings, the work-family conflict has a

negative relationship with job performance and also school policies do not give any room or provide any relief to female school teachers, due to lack of awareness from the authority concern and other stakeholders, regarding the negative effects of work-family conflict to the generality.

There has been a considerable intensification of work for the past two and a half decades. With the growing information technology, the existing labor environs and the routine principles in most of the organizations assume the additional effort from workers, nevertheless lack safety measures. Added that, in Pakistan, the majority of women are employed as teachers, and as a traditional society, most of the people still consider teaching profession as more suitable for a female. Hanif (2004) reaffirms that female school teachers in Pakistan, especially the newly employed are passionate, with their little anxiety exercised their duties diligently. Unlike other teachers who were elderly and experienced, their inspiration becomes very truncated, exercises poor performance and their work-family pressure increase drastically. Likewise, female, married teachers' were confronted with high pressure in exercising their multiple roles.

Brinia (2011) wrongly argued that, Female workers don't require expected technical know-how to occupy an advancement in rank, and their family engagements make them burdensome, on account of their responsibilities which is essential at home, that makes them unable to hold additional task at school in a real-life situation lifting out a distinct talent of leadership, this has to refrain them from heading the authority channel in many educational institutions. It is very inconceivable to believe with this assertion because women have tremendously performed better in holding a position as

leaders in various schools without any difficulties, coupled with their tight schedule at home. They really hold a position as Headmistress, principals, provosts, and Rectors in various educational institutions, and indeed most of them have been given formal consent of rewards meritocracy and certifications indeed.

Again, how many Men who occupied positions as leaders and are not capable of performing their required duties or were intentionally mismanaging their expected roles, instead of them to perform better they often tend to, some even incorporate their responsibilities with their personal and selfish business not virtuously focus on their responsibilities as the school heads, thereby taking flimsy excuses from their subordinates while absenting themselves from duty. The researcher has rightly agreed with Wafula (2010) views that, the counterweight of expert teachers, particularly mothers, expecting them to play both their work as teachers and their home commitments, is a very difficult task and obviously tiring, thus, making the female teachers intangible to cope with their responsibilities. Of course, teaching needs high outermost, but lack of proper management to work has resulted in teachers too often experience exhaustion which is really the sign of WFC.

So, it is through balancing the work-family conflict, the performance of teachers essentially augments by giving out incentives, motivations, and rewards offering to the teachers from their respective organisations so that married female teacher will do their jobs with courage, more dedication, and improvement of their morals and standard of living, by ensuring efficient and effective teaching and learning strategies. Habaci (2015) considers conflict as always being in existing between humans and it is almost impossible to eliminate it entirely. He investigated primary school teachers'

conflict by gender in Turkish province. With his determined gender-Based solutions and problem-solving strategies of primary class teachers encountering problems in their schools.

The researcher used interview techniques with ten 10 teachers as his participants, they were asked eight open-ended questions regarding whether they are experiencing conflict and ways to overcome it. The researcher's findings have proved that primary teachers are experiencing conflict with their principals, head teachers, colleagues, and parent of the pupils. Here the female teacher experience conflicts, but was found managing and adapting the situations and indeed making a compromise. Moreover, the male primary teachers were found in oppressive manners regarding their own opinion.

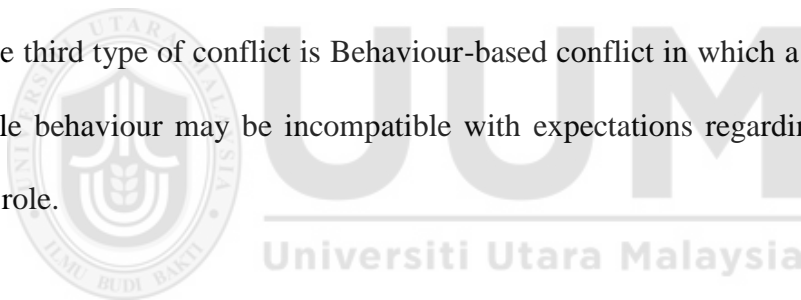
In Kenya, Juma, Simatwa and Ayodo (2016) discover that female principal's stress is 52.9 percent based on the attending consequences, such as role conflict, deficiency in professional prospect and failure of upbringing, lack of confidentiality, political snooping and erotic persecution. Furthermore, the remaining 47.1 percent was as a result of other factors that were not being studied but expected to be investigated in the future. The researcher used mixed methods to collect his data using descriptive survey and correlational research design was applied. Also, the questionnaire and documents and interview were used for collecting the data.

Folasade (2015) conducted research on female primary and secondary school in southwestern Nigeria, she found that specific factors have a significant effect on teachers' effectiveness among primary and secondary teachers. Among those factors,

dual role conflicts have a significant effect on female teachers' performances. Likewise, female teachers in primary and secondary in southwestern Nigeria were experiencing role conflict. The study has shown that a teacher's effectiveness has been found to have an emotional impact on student capability to learn. She goes on to come up with teachers efficacy evaluation measures which are used in collecting data on 2,400 samples of female teachers who were carefully chosen from Nigerian primary and secondary schools, the investigation of her data shown that a higher percentage (78.3 percent) of the teachers were effective more especially (81.4 percent) of the primary school female teachers were more effective, whereas (75.1 percent) of the secondary school female teachers were also effective. She indicated that the schedule of duty and position/rank at work had no imperative relationship with a female teacher's performance.

Folasade (2015) study was based on quantitative descriptive through the use of inferential statistics, her research was regarded to be valid and reliable because she used the techniques of quantitative analysis to arrive at a dependable solution to her findings. But the current study was carried on qualitative techniques of data collection using interview techniques to obtain an in-depth information. Christiana (2013) had conducted studies on work-family conflict among academic women in Nigeria Public Universities. She carried out her survey research design and used random sampling techniques by picking 250 female academic staffs from three Universities in southern Nigeria. Her findings indicated that the problems of work-family-conflict were very pervasive in nature, whereby almost everywhere within the workers the problems occur but happens to be very challenging facing female primary teachers, secondary and academics as well.

Christiana (2013) admits three types of work-family conflicts, as postulated by (Greenhaus & Beutell, 1985) Time-Based Conflict, Strain Based Conflict, and Behaviour Based Conflict. They viewed Time-Based conflict as the time expended for actions in one role cannot be extreme to activities in another role, this indicates that time desires from role make it actually impossible to accomplish hopes from another role. Strain-Based Conflict is when the roles are irreconcilable, such that the pressure created by one makes it difficult to conform to loads of another. Strain-Based Conflict occurs when the strain from a given role affects one's performance in another role. In this regards, strains from one role which can include stress, pressure, worry, and tiredness make it more challenging to fulfil an obligation from another conflicting role. The third type of conflict is Behaviour-based conflict in which a specific pattern of in-role behaviour may be incompatible with expectations regarding behaviour in another role.



Similar studies had been conducted in Malaysia on work-family conflict qualitative studies by (Achour, et al. 2015) discover a link between workloads resulting to family encounter and how to manage that problem among Muslim female academicians. In this study, five respondents were selected, interviewed and provided answers to some major causes of work-family conflict and ways to prevent it. The result has proved that Muslim female academicians in Malaysia experience work-family conflict, and as a result of this conflict, it deteriorated the performance output, absence from work, worsen moral, lower work tolerance and family displeasure.

Tharmalingam and Bhatti (2014) investigated work-family conflict among administrative staff in Universiti Utara Malaysia. The researchers gathered their findings using quantitative design among men and women administrative staff and discovered that they are experiencing work-family conflict. The researchers also argue that people often experience work-family conflict without their knowledge. Nowadays, workers are having conflict exercising their responsibilities at work and family matters. Similar research has been conducted in Malaysia on work-family Conflict among medical officers in Malaysian public hospitals by Razak et al. (2010). The study has investigated the relationship between spousal support, parental demand and family involvement through the use of two dimensions of work-family conflict that is family interference with work (FIW) and work interference with family (WIF). The findings discovered that only demand from the parent, not the partner's support and family participation has a significant influence on the two types of work-family conflict. Indeed, this research has been conducted using two dimensions of work-family conflict, Frone et al. (1992). While the current research was conducted using three dimensions of work-family conflict postulated by Greenhaus & Beutell (1985).

Hamid and Amin (2014) opine that wage earners parents are likely to experience Work-family pressure. Consequently, as a result of the parents struggle to manage the family and work related circumstances role conflict emerged. The gap here was that Christiana's research was purposely examined female academic, experiencing work-family conflict in some selected southern Nigerian Universities. The researcher conducted the study with the quantitative method of design. Likewise, Folasade (2015) utilized a quantitative descriptive through the use of inferential statistics. The research was regarded to be valid and reliable because it used the



techniques of quantitative analysis to arrive at a dependable solution. Also, the research was conducted in primary and secondary schools in southern Nigeria.

Achour et al. (2015) conduct their research among Malaysian Muslim female academicians work-family conflict. Nevertheless, the current research has identified the MAFEPST and the NIFEPST experience in their dual role conflicts. Another Gap to be filled was that even in Malaysia research on female primary school teacher's role conflicts was very limited. Due to limited research on role conflict among married female primary teachers either in Malaysia or Nigeria, the primary priority of this study is, nevertheless, to fill the research gap in the work-family literature by making a worthwhile but a purposeful contribution towards the understanding of role conflict experience among those two important domains. The main idea of conducting this study was not only to present the facts but to introduce an issue or problem for a better solution which will be significant to the entire society because primary education is the solid foundation of all formal Education globally. The issue is very sensitive and has to be looked upon for better solutions and also women were regarded as the majority teaching in the primary schools in many countries.

### **2.13 Teaching profession in Nigeria**

There are a lot of interpretations based on how teaching profession is considered in the current Nigerian system of education. Akinduyo (2014) describes teaching as an idea that inspired human knowledge, growth, and development. Likewise, the profession can be referred to services rendered to the people in the society which is very paramount to human life. Supported by Amaele Amaele (2003) characterized the profession as the type of occupation that deals with the needs and societal problems.

Akinduyo (2014) has reaffirmed that the life of the Nigerian teachers was becoming vulnerable not been properly, regularly paid and was not honored. Oyekan (2000) deliberates that the teaching profession is declining as a result of economic, political and social drawbacks. Teachers themselves were in need to make the teaching as a full profession by expecting the profession to get an improvement in the condition of service, quick payment of salaries, pension and gratuity on retirement.

The society has to respect teachers and government has to ensure a special teacher's salary structure (TSS). Of course, if those factors have been perused and implemented teaching profession in Nigeria would be maintained to the standard profession. Basically, there are many challenges that teaching profession experiencing in Nigeria. Akindutire and Ekundayo (2012) among the challenges of teaching includes insufficient funding from the education department from the three tiers of government. This includes federal, state and local government, education authority. The profession's lack image of the society, teachers lack commitment to their job, the condition of service is very poor, teachers are experiencing role conflict, the government doesn't encourage teachers and even teachers themselves does not abide by the ethics of the profession.

Honestly, the profession cannot attain its progress unless with the active participation of the teachers. Ejima (2012) views that the active participation of teachers is the backbone of educational institutions in many countries of the world. An account was made by the registrar of the Teachers Registration Council of Nigeria (TRC) Ajiboye in the Guardian newspaper titled "Nigerian fresh move to sanitize teaching profession, dislodge quacks". The registrar discloses that TRCN and NUT had made a consensus

to organize a strong commitment towards eliminating fake teachers from the profession. The registrar further reiterated that teaching profession ought to be at the forefront, then followed by other professions. Meanwhile, teachers are nation builders, as they impart knowledge while others acquire (Nigerian fresh move, 2016).

From the above, we can understand that surely teaching profession in Nigeria is experiencing serious problems, including the problem of roles conflicts not even among female teachers but even affecting their male teachers' counterpart. The history of formal education in Nigeria could be traced back since from the arrival of the European missionaries and colonial masters notwithstanding, the main domain of education in Nigeria during that epoch was not wider and also witnessed the absence of improper and clearly attention. In order to put more emphasis on education, the country needs a strong and reliable policy with a common goal. The national curriculum conference in 1969 has prompted the strong need for this purpose. Intellectual educationist shows their lack of happiness at that occurring time of the educational system, which is not applicable to what the nation is required with the desire and achievement of the objective, subsequently, further actions of advanced studies of discussion among the intellectuals in this steady look was convened in 1973.

Based on the result of the preliminary sketched by the federal republic of Nigeria, at last, they came up with the National policy on education first published in the year 1977, 1981 in addition (1988) they regulate and make the amendment. This specific policy was branded by a 6-3-3-4 educational system, which becomes very vital to

average Nigerian child. The enrolled pupils will spend at least of 6years in the primary school, 3 years at the junior secondary school, 3 years in senior secondary school, and at least 4 years at the University.

The national policy on education has re-examined and reviewed the policy of the federal republic of Nigeria in 2004. Though, the most recent policy has integrated the structures of the former one. The 2004 policy had made some modification and adopted the 9-3-4 system, supported by the Universal Basic Education (Etuk, Ering & Ajake 2012). The 9-3-4 system involves 9 years of basic education in primary school whereby the pupils will spend 6 years in primary and 3 years in junior secondary school, 3 years in senior secondary and at least 4 years at the university (Etuk, Ering & Ajake 2012). The goal of Universal Basic Education (UBE) is that at the end of 9 years of continuous education, Every Child should have to learn appropriate and relevant skills and values and be employable in order to contribute his/her quota to national development. The UBE act of 2004 covers; early childcare development and education (ECCDE); six years of primary education; three years of junior secondary education (Tahir, 2006; Aboluwodi 2015).

Considering the above-identified policies of UBE, of course, were extremely formulated, but certain problems are still jeopardizing the smooth running of the system. The system is becoming impracticable, more especially inadequate qualified teachers to handle the educational needs. Lack of skilled teachers as a result pupils who completed their studies find themselves not well equipped with the required educational talents to compete with the educational level. Indeed, this problem is seriously defeating the UBE program. The government was not encouraging the

teachers to further their study financially or rather with any incentives to support the staff, this is making the teachers unable to develop their skills, but rather continue with an old skill which makes the success of the system to experience go-slow tactics or getting poor results.

#### **2.14 Malaysian Education Context**

The control of primary education was under the supervision of national authority and those schools include; national schools and national-type schools (vernacular schools) in accordance with prevailing policies, the national schools use Bahasa Malay (BM), while, the vernacular school's medium of instruction is Chinese (Mandarin) or Tamil. The course of study at the primary education level consists of 6 years (year 1-6) children commence their primary education at the age of 7. The national education system has accepted English to be taught as a subject in all schools since from primary year 1. In year 6, all pupils have to take Ujian peperiksaan Sekolah Rendah (UPSR) or primary school assessment in English, a national assessment that tests their achievement in English and four other subjects. (Ali, Hamid & Moni 2011).

Malaysian ethnic groups comprise (Bumiputera including Malay, Indians, and Chinese) according to the Malaysian Department of Statistics (2010) the Malay took almost 61 percent of 29 million population 24 percent Chinese and the Indians 15 percent. Yunus (2013) points out that the dynamic power of Malaysian method of schooling was racial and politicized. But later the government recognized and use multiple languages as the media of information and knowledge in their schools for equity in their educational system. Based on the report of the ministry of education Malaysia 2013 by UNESCO education for all 2015, the Malaysian ministry of

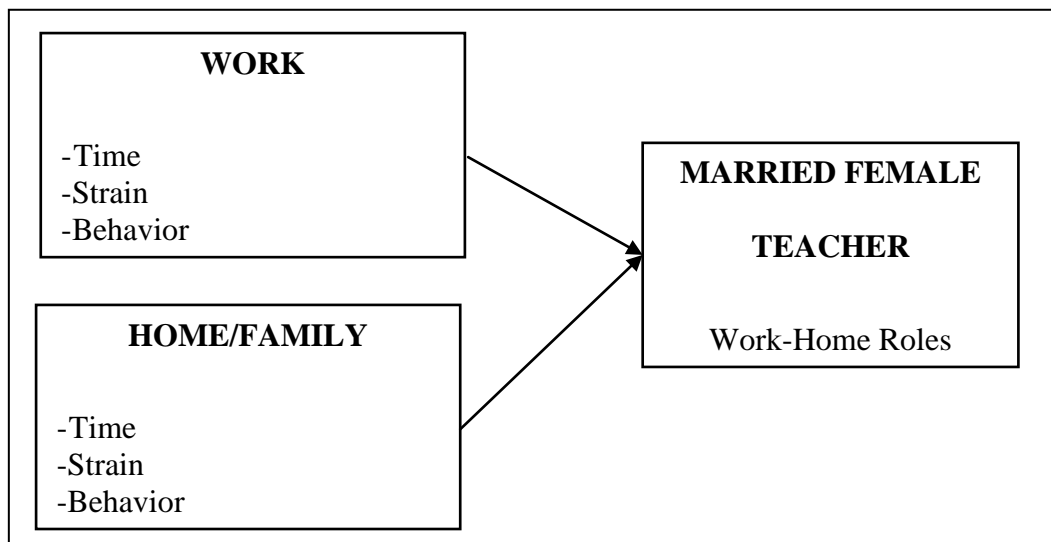
education was responsible for overseeing the pre-school, primary school, lower secondary and post-secondary educational matters.

Whereas, the tertiary or higher education system of education was under the control of the ministry of higher education. In order to unify the affairs of the Malaysian education system and for careful observations the two ministries were combined together in 2013 into one ministry that is a ministry of education. The ministry motivates teachers to acquire a postgraduate degree at local and overseas Universities. Malaysian primary teachers were given access to part-time studies to continue their career in teaching. Teachers in primary and secondary schools are registered as certified teachers, according to the National standard (Ministry of Education Malaysia, 2013a).

The Malaysian Ministry of Education (MOE) has planned and made it general from the year 2013 that non-graduate teachers to be collecting salary per month RM 1,588. The graduate Teachers with their degree are collecting RM 1,917. For those with ten years of service, the Non-graduate teachers were collecting a salary in each month RM 3,038. While the graduate teachers are collecting RM 5,871 respectively. The major great challenges in this respect were the ineffectiveness and performance of the teachers in a classroom situation. Unlike other countries in the world teaching profession in Malaysia was regarded as attractive excellent with higher demand for more teachers. The salary structure was very considerable, that was the reason why many Malaysian teachers remained in their profession (UNESCO, Education for all 2015).

Regarding the issue of teachers in Malaysian perspective, whether they are evolving or dissolving. Mansor, Fisher, Rasul, Ibrahim and Yusoff (2012) consider teachers as the prime movers that strongly modify and inspire peoples behaviour. The researchers discovered from the parent and teacher's perspective that the calibre of Malaysian teachers is falling rather than progressing. This notion has been proclaimed from the interviews conducted among parents and some teachers themselves by the above-named researchers. Despite all efforts of the Malaysian ministry of education for ensuring better pay and better career path for teachers, still, doesn't yield eminence educators. In considering what the Malaysian government has earmarked for the last year 2016 budget.

According to the Malay mail online correspondents, Lim and Zurairi (2016) report on Wednesday 06:33 am GMT +8 that one-fifth of the Malaysian 2016 budget was allocated to the ministry of education MOE. Comprising the early primary, junior secondary and post-secondary education. The per capita grants amounts to (RM 620 million) and boarding hostels and food aid (RM 1.09 billion). In retrospect, this evidence shows that really the Malaysian government is trying in financing its education sector under the MOE. The administrative, technical and teaching staff have to obligate themselves to work hard for the betterment of our children's education and take into cognizance the issue of role conflicts among married female primary school teachers as well.



*Figure 2.2: Conceptual Framework of a Multiple Case-Study of Role Conflicts among Malaysian and Nigerian married Female Primary School Teachers.*

Based on the above research framework and the relevant literature review, it was adapted from Greenhaus and Beutell (1985) Work, Family Role Pressure Incompatibility from Figure 2.2. Of this study, It becomes one of the criteria when conducting a research to use a related theory that can be a similar phenomenon with the previous and existing studies which should consider being justifiable. Sandelowski (1993) was of the view that a qualitative investigator can use a related theory in his or her research which can serve as the guide in consolidating the framework for the study. In research developed theory and model is an abstraction of reality or simplification of a phenomenon problem into a single graph. The above conceptual framework was adapted from the application of the theory of role conflict developed by Kahn (1964) and Greenhaus and Beutell (1985). The studies show directly that when an individual is attached to given expected responsibilities he might be passionately influenced by a certain conflict of the encounter between the dual roles he is performing based on the issue of time, strain and behavior.



With this theory and model developed by those prominent scholars, the researcher has adopted the theory and model as a guide and made an investigation on the issue of role conflicts among the MAFEPST and the NIFEPST. The three dimensions connected with work and family conflict was being influenced by the following factors, Time-Based, Strain-Based and Behavior-Based conflict. Those factors have also been employed by the researcher which at the end answered the research objectives from the research questions. The three types of work-family conflict postulated by Kahn (1964), Greenhaus and Beutell (1985) had become the guiding steps to follow in the field of research that attracted many scholars and researchers' attention. The three elements have become real guiding principles to use as a medium to investigate the issue of work-family conflict. The researcher believed that it will be a very nice idea whereby the majority of the stakeholders would be mobilized on the issue of role conflict among female primary teachers, for the determination of reducing the level of work-family conflict, which currently becoming a threat to most married female primary teachers in particular and in general in many fields of working employees environment.

### **2.15 Summary of Chapter Two**

This chapter highlights the relevant theories of the great, but pioneer scholars of role and conflict theories, work interfere with family, family interferes with work and work-life balance. Kahn et al. (1964), Greenhaus and Beutell (1985), Frone et al. (1992) and much more. The empirical studies related to this particular investigation has also been perused. In fact, finding a problem at hand in the field of the research is almost a half of the answer to solving the problem. For example, knowing the idea of work-family conflict and realizing the three models of Time-based conflict, strain-

based conflict, and Behaviour-based conflict could be an added knowledge to the female primary school teachers. The stakeholders could realize and find a possible way out of roles conflicts. The next chapter, (chapter 3) will explain the methodology design and procedure for how the data of this study has been collected.



## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

The first section of this chapter, described the research design, including the selection of the participants, the pilot study and the participants involved in the study, also the instruments used. In the second section, described the data collection. The third section has also described the methods of data analysis; the final section of the chapter has addressed the research trustworthiness including credibility, dependability, and conformability. Furthermore, the researcher has explained the criteria for trustworthiness and Research Ethics.

#### **3.2 Research Design**

This study is a qualitative interpretive paradigm, the general objective of this study is to discover the role conflicts of married female primary school teachers. The research also investigated the issue of role conflicts among the Malaysian and Nigerian married female primary school teachers. This was also being done through the use of interview technique that answered the research questions which fulfilled the research objectives. The reason behind this was that uncountable researches have been conducted using quantitative techniques in their attempt to examine the issue of role conflicts in their field of research which was systematically carried on based on identifying numbers or percentage. Nevertheless, the current research has endeavored to use the qualitative technique and collected data through an in-depth investigation by getting the first-hand information. In addition, related questions such as what kinds of role conflict experienced by married female primary school teachers? How do the

married female teachers cope with the dual-role conflicts? All these qualitative approaches and the research questions have provided answers from the participants. The researcher has used a qualitative type of research in exploring the facts from the participants. Creswell (2008) developed the idea of why a researcher should engage in such rigorous type of research. Thus, for an individual to use qualitative research, he needs to commit himself, devoted his time and resources. He cautions that researchers should not view qualitative research as the easiest type of research design or a substitute for “statistical” or quantitative methodology.

Qualitative Research is defined as an instrument that seeks to examine how individual or groups attribute to the human or social problem. It is a kind of research that covers and attracts questions, a systematized data collected from the respondents, data is logically in particular to general themes, and the researcher describes the data in detail form. Moreover, the final written statement is regarded as manageable. The advocates of this type of research valued the inductive style, gives emphasis on human thought, and was agreed upon the hardest nature of this kind of research (Merriam, 1998; Creswell, 2013). Besides, Given (2008) states that qualitative research, usually provides a dynamic understanding of human behaviour, feeling, and needs. Considering the above views of prominent scholars, the researcher has strongly believed qualitative research is very rigorous in nature, but researchers have to consider that, it also provides an accurate and reliable data when studying a particular phenomenon.

The purpose of the research design is to guide the researcher to plan his/her ideas through questions expected to be answered by the participants and to answer the

research objectives. Creswell (2009) accentuates that research design is indeed an action organized in a research to measure a very wide scope through a careful procedure of gathering data and making analysis, this plan includes various decisions which are supposed to be clear to everybody, in studying a topic, which procedure should be appropriated? And which assumption should be based on the world accepted view and researcher's contribution to a particular study? This process of investigation strategy- the choosing of research design, a collection of data, analysis, and presentation is based on the researcher's skills and responses from the participants under study. Creswell (2012) reiterates that a good research design represents both values of creative skills and practical usefulness (fitness for purpose). Kolbaek (2014) considers research design as a planned arrangement and procedure that a researcher develops to study a scientific problem. In this respect, from the above contributions from the scholars, a researcher can simply understand that research design is very significant in conducting a research. It is the research design that the researcher notably outlines various strategies of data collection in order to answer his research questions expected from the participants in this study.

Patton (2002) corroborates the idea of the researcher's deep participation in his investigation: he maintains that since the physical realm is focused on transformation. A qualitative researcher ought to be current with what is happening within the realm of his research paradigm. The function of the researcher was not to give a decision as an 'expert' nevertheless, but has to be an 'active listener' accordingly, the researcher does not aim to produce a general statement, but to make an adequate clarification of his investigation which will be in line with the philosophical and basis for qualitative research methodology. The intention of the researcher in this study is basically to

interview and investigate what is happening concerning the issue of female primary school teacher's role conflict at home and at school respectively.

### **3.2.1 Case Study**

The current research was conducted using a multiple case-study investigated the MAFEPST and NIFEPST dual role conflicts. A case study has been used as a method of investigation and determines what to study, through the use of interview techniques. It is a practical investigation that studies extensive real life especially existing issues on what ought to be Yin (2013). Dzakiria, (2008) reiterates his strong effort of conducting a research that could be useful and noticeable. He emphasized the significance of using a case study as a technique for transmitting information that even the amateur in the field of research can easily be understood. Furthermore, Cooke (2008) states that a qualitative case study is a concrete in nature and it's descriptive that readers easily assess their own factual actions. Farquhar (2012) asserts that case study research is related to the study of an event in a given circumstance, in such a way that the study produces a result on how the event happens in a given time. Yazan (2015) concedes that case study is often being used in qualitative methodology more especially educational research, and there is no general agreement concerning the implementation of case study design; as a result, its progress becomes obstructed.

### **3.2.2 Multiple Case Study**

In this particular study, a multiple case-study was used. The logic behind this is for the researcher to produce similar case, but in different geographical setting purposely for exploring and contrasting the two results which could be useful by putting into practice as being mentioned by Yin (2017). A multiple case study has been defined

by well-known scholars in their attempt to make the meaning clearer Creswell and Poth (2017) consider multiple cases as real-life existing cases over time, involving dual or more cases using themes. Yin (1994) regards multiple case study as it clears the outcome of the smaller scale of fact, as a sample that increases the strength of the research investigation. Also, Stake (2013) reiterates that the multiple case study delivers the researcher with the fact of making a comparison between two domains in an attempt to comprehend the general idea of a similar case perfectly. Similarly, each case can be inquired on its own and later studied holistically.

### **3.3 Participants**

The researcher has selected some suitable samples as participants that represent the target group in this research. In everyday life, Scholars are serious in defining what population is all about. A Population can simply be defined as any individual who lives in a particular country, town, state, or province. However, in research, population refers to any individual who is suitable for students (big or small) that researcher regards as his participants (e.g. entirely students that took Sociology 101 at the University of Victoria in 2011) as indicated by (Given 2008). The researcher's target study is particularly on married female primary teachers in Malaysia and Nigeria. As a qualitative research, the researcher has conducted this research only in some selected public primary schools by taking two (2) samples of primary schools in Nigeria and four primary schools in Malaysia.

The idea behind choosing two primary schools in Nigeria and four primary school in Malaysia was that during the first plan of the research proposal the researcher has intended to select two primary schools in Nigeria and Malaysia and each school with

two participants making four schools and eight participants. The researcher was successfully done that in Nigeria. But coming to Malaysia to collect data from Malaysian participants the plan has changed due to many inevitable circumstances of gaining access. In line with qualitative research gaining access regarding the selection of the sites and participants, the researcher should be flexible in case of any unforeseen circumstances. The site and participants can be changed contrary to the initial plan of selecting. The dignity and right of the participants should be ethically guaranteed for confidentiality, the information should only be used in that research (Marshall and Rossman 2014; Flick 2014; Yin 2017).

The researcher met with the Malaysian married female primary school teachers at the same time, part-time students studying at Universiti Utara Malaysia. A senior lecturer has sought their consent to participate in this research due to the proximity in terms of access to participation. An attempt had been made by the researcher to follow how it goes in collecting the data, but the gaining access from the appropriate authority in Malaysia becomes a very top issue and time-consuming. Flick (2014), Rossman & Rallis (2016), suggest that a researcher can confront the participants directly or with the help of an authorized person if he/she is experiencing difficulty from the authority concern provided the participants are willing to provide meaningful information.

The researcher selected two public primary schools and four purposeful participants the married female primary school teachers in Kano state the Northwestern region of Nigeria. This is because relevant researches were conducted in the southwest zone of Nigeria like (Christiana 2013; Folasade 2015) study, though they conducted their researches in primary and secondary and the others in the university academic staff



role conflict and all were used quantitative research methodology. But this was conducted in the Northwest zone Kano state, primarily in primary schools and qualitative methodology was used. Similarly, four primary schools and four participants have been used as the sample population in Kedah state in Northern Malaysia. This makes a total number of two schools in Nigeria and four participants. While in Kedah state in Malaysia involves four schools and four participants, which makes a total of eight (8) participants' altogether.

In this regard, this study is regarded as purposeful sampling strategy conducted for a practicable investigation as suggested by Lincoln and Guba (1985) who state that purposeful sampling can be suitable in a situation where there is a requirement to reach a target selection summarily and where sampling for the corresponding size is not the main concern. Patton (1990) concerns about selecting small samples purposefully to get a rich information on the study. He also emphasizes no rules for sample size in conducting a qualitative investigation. The participants in this study as earlier mentioned involve four married female primary teachers as samples from two primary schools in Nigeria and four married female primary teachers as samples from four primary schools in Malaysia. Making a total of eight participants altogether.

Creswell (2012) cogitates purposeful sampling as the researchers' intention to choose both individual and the place of interest, for example, schools, universities, campuses or students, etc. Equally, the snowball sampling was used for selecting the participants from the group of married female primary school teachers who appropriately provide relevant answers to this investigation. Creswell (2012) recommends that the researcher can demand from the target individuals before the

beginning of his interview to vouch for another individual capable or liable to be part of the appropriate sample of his research interest. In addition, Patton (2002) and Suri (2011) consider chain or snowball sampling as collecting meaningful data from suitable informants purposefully to generate an in-depth information about a given phenomenon.

For the researcher to abide by these inferences eligible participants were carefully chosen through the help of the school headmasters/principals or the first participant to decide for other relevant colleagues who are willing to provide appropriate information. As supported by Patton (2015) that a researcher has the right to purposefully select participants that will provide the richest information to answer the research questions. The married female teachers under study were Malaysians and Nigerians and the research participants focused only on married female teachers, English teachers were selected for their ability to communicate fluently during the interview session. Siedman (2013), Hancock & Algozzine (2016) suggest the researcher to use appropriate, effective language to communicate with the participants through the oral interview session or in written form. That is why the researcher used English married female school teachers in this study.

Table 3.1 beneath presents the demography of participants in this study. Years of age of the participants and teaching experience are displayed ranging from 30-35 years of age 5-10 years of experiences, 36-40 years 10-15 years, 41-45 years 15-20 years of experiences.

Table 3.1

*Demography of the Participants from the Section A of the Interview Protocol*

	Age/T. Exp.	<u>Family Background</u>		Education Level/ Qualification	Income/Salary Scale
		Number of children	Husband is working / not working		
<b>SANPA 1</b>	30-35 (5-10)	4	Husband is working	N.C.E.	
<b>SANPA 2</b>	30-35 (5-10)	3	Husband is working	N.C.E	N32,000.00 7/1
<b>SBNPA 1</b>	41-45 (15-20)	5	Not working	Degree	N40,000.00 8/1
<b>SBNPA 2</b>	36-40 (10-15)	6	Not working	N.C. E.	
<b>SAMPA 1</b>	30-35 (5-10)	2	Husband is working	Degree/Masters	RM 4,750.14
<b>SBMPA 2</b>	41-45 (15-20)	4	Husband is working	Masters in process	RM 4,000.00
<b>SCMPA 3</b>	36-40 (10-15)	2	Husband is working	Degree/Masters	RM 4,000.00
<b>SDMPA 4</b>	36-40 (10-15)	3	Husband is working	Masters in process	RM 4000.00

### 3.4 Pilot Study

Before the beginning of the main study, the researcher has conducted a small-scale pilot study through audio interview recording. A trial test with some sample of participants before conducting the main research could be used in either qualitative or quantitative research. Conducting the pilot study can equally cultivate the success and overcome the problem regarding how interview questions are set up (Thabane et al. 2010). Similarly, Merriam and Tisdell (2015) restate the fundamentals of conducting a pilot study which usually helps the researcher to discover useful interview questions and assist in re-adjusting the confused questions and make necessary rewording.

### **3.4.1 Process of Pilot Study**

A pilot study was carried out in this study with a sample of two participants. The two participants that volunteer to provide answers to the interview questions presented to them by the researcher, where mainly Nigerian postgraduate married female students of the school of education at Universiti Utara Malaysia. The two participants chosen as a sample were previously primary school teachers, which later joined lecturing into higher institutions of learning. The pilot data were transcribed and coded by the researcher. Supported by Turner (2010) claims that a researcher should conduct a pilot study as the case may be, with the participants that have a similar experience with the targeted participants of the study. This would also help the researcher to improve the research interview questions about the study. In addition, Kvale (2008) emphasizes that a researcher using a pilot study would be guided to identify some weaknesses in the design of his or her interview questions. A pilot study will eventually help the researcher to make necessary amendments prior to the shepherding of the main interview. Pseudonyms are assigned to each participant. Indeed the participants are non-native English speakers. The age and years of experience of the participants who were interviewed during the pilot study 46 and above years with more than 20 years of teaching experience and the other participant with 30-35 years with 50-10 years of working experience.

Table 3.2

*Demography of the Participants in a pilot study from the Section A of the Interview Protocol*

	Age/T. Exp.	Family Background		Educational level/Qualificat ion	Income/Salary Scale
		Number of children	Husband is working/not working		
<b>PUUM 1</b>	46 and above (20 and above)	4	Husband is working	Degree	N2,160,000.00p er annum
<b>PUUM 2</b>	30-35 (5-10)	4	Husband is working	Masters	N2,500,000.00

### Pilot Study Interviews

#### SECTION B: Interview Protocol

**Q1. How often do you find your role as a housewife conflicting with your job as a teacher?**

**PUUM 1:** *Almost always, because, whenever it is my turn to prepare meals for the family, I have to cook both the breakfast and lunch. After breakfast, I make sure I make the lunch ready. That is at home, while at school. But when it comes to the improvising instructional materials, and organizing quizzes or debates, these are extra works given to me by the school.* **PUUM 1** as the first wife among the four wives in her home, everyone among those wives has their turn to cater for home responsibilities living in the same family house. Those responsibilities during her turn make her experience role conflict. Indeed, other extra work apart from normal teaching in the class made her experience dual conflicting roles. This participant is more than 46 years of age with more than 20 years of teaching experiences but she confirmed having experiencing dual role conflict.

**PUUM 2:**

*Okay, thank you very much, am! To me, I think I would say not quite often. Most of the things I do, I already have schedules. It is on rare occasions that I have conflicting roles with my job and my responsibilities at home. PUUM 2 says that it is not frequent she experiences dual or multiple role conflicts. This participant responded not having much dual role conflict from both domains. Her age is 30-35 years with 5-10 years of working experiences.*

**Q2. What factors do you consider responsible for role conflicts?**

**PUUM 1:** *Well, as I said, having the extra work at school, yeah! Is one very important factor, due to the fact that, had it been that it is only the teaching job that I have to do, I know when my lesson start. In this regard, PUUM 1 wanted to make it clear that if it was only the teaching job she usually does she will not experience much pressure at school.*

**PUUM 2:** *I usually get the conflicting role especially in my place of work. Also when I am stressed either at the place of work or at home, it might affect the other. Also, I get angered, when I get angry I get destabilized if I have some little issues. From all indication, PUUM 2 is trying to say that one of the factors that make her experience role conflict is when she was tired at home or at school, she usually becomes disrupted.*

**Q3. What do you find challenging in combining your role as a housewife and your work as a teacher?**

**PUUM 1:** *The most challenging is having to sleep very late every day, and working up as early as 4:00 am every morning. Due to what I said before, in most cases I sleep around 1:00 am and wake up at 4:00 am. One of the most challenging issue that PUUM 1 is experiencing in combining the dual roles was not having enough sleep at home. And every day's early morning she must wake up and continue the home responsibilities and ready to go to school.*

**PUUM 2:** *And I knew when I am stressed I am not productive. I am not even useful to myself. So based on that I tried to manage myself first, try to manage my emotions and from my house my family. From what PUUM 2 is trying to say is that if she was strained she become unproductive, as a result of that she usually tries to manage her consciousness at home or at school for the better.*

**Q4. How does your time management affect your role as a housewife and your role as a teacher?**

**PUUM 1:** *Well, at the beginning of my job it was terrible because I always have a conflict with the head teacher, due to lack of punctuality, sometimes I will not get into my classes and at the house, and I don't satisfy my husband. PUUM 1 had tried to make it clear that during her early engagement of work as a teacher she experienced excessive role conflicts with her head teacher and also the husband due to mismanagement of time.*

**PUUM 2:** *Actually, in that regard, I was able to manage my time with proper planning. I planned everything I do. I planned daily, I planned weekly, I planned*

*monthly, and I planned yearly. So, I was able to manage my time judiciously. PUUM 2 confirmed that she often manage her time accordingly.*

**Q5. Does the stress you encounter at home or at school affect your performance?**

**PUUM 1:** *Mostly, because I sometimes stagger with fatigue and lack of sleep when teaching, and forgets some important steps in my plans. And at home, I shout at the children for little things that might not even be their fault or sleep off when husband needed me awake. PUUM 1 encounter much fatigue due to lack of sleep in normal time which really affects her performance at home and school respectively.*

**PUUM 2:** *The stress of work sometime may affect my performance at home and also if you are able to manage yourself. Better you may overcome the situation. And also the stress of homework may likely affect the performance of work. PUUM 2 however, agree that of course, the stress encounter either at home or at school affects the dual roles, what make things easier is managing it at first everything will be fine.*

**Q6. Describe how you intend to solve problems that emanate between your role as a housewife and your job as a teacher?**

**PUUM 1:** *But what I intend to do was to employ a house help to aid in the cooking job. For the extra work from the school, I have talked to the head teacher and intends to remind him again. PUUM 1 was of the opinion that having those conflicting role conflicts can be managed by employing a housemaid at home. And also to constantly reminding the head teacher about her situation in order to sort thing out. This can be regarded as one of the coping strategies in overcoming dual role conflict experiences.*



**PUUM2:** *I think I also need to manage my emotions. Apart from planning, and I also think as a housewife. At School, The head of school also may need to assist these women to reduce the task at hand. Maybe through the division of labour and shared the responsibilities among other ones.* In an attempt to make things becoming normal **PUUM 2** is on the view that the emotions have to be managed constantly. Also, the headteacher has to identify those conflicting roles and plan things accordingly through the division of responsibilities.

### **3.4.2 The Result of Pilot Study**

This section presents a discussion of the pilot study that was conducted with the two participants. In addition, the excerpts collected from the two participants of the pilot study has indicated that really female teachers experience dual role conflicts in their two domains. **PUUM 1** participant has shown that she experience role conflict at home with many household tasks. And at school with extra work apart from classroom teaching. Considering her age and the years of experience she acquired she is experiencing the dual-role conflict. While **PUUM 2** had confirmed that not every day she experiences the dual role conflicts. Considering her age and the years of experience she acquired it was found that she is not experiencing many dual-role conflicts. Regarding the factors of role conflict experience, **PUUM1** had made it clear that having the extra work at school is one of the factors of role conflict. Likewise, **PUUM 2** was the believed that she feel disrupted when she got stressed. Regarding the challenges faced by those participants, **PUUM 1** has made mention that she experiences some stresses as a result of not having enough sleep this usually made not able to manage her time effectively. While **PUUM 2** usually get weakened as a result of too much stress.

Concerning the issue of time management, **PUUM 1** had made mention that at the beginning of her early teaching job she experienced much stress but as time went on she begins to adapt to the situation. **PUUM 1** has also pointed out that she manages her time accordingly. The result of the participants has also indicated that really excessive fatigue and having not enough sleep made **PUUM 1** to be disrupted in making a plan of actions in both domains. **PUUM 2** however, believed that she experiences stress but was able to manage most of the time. The result from the two pilot participant also confirmed that in an attempt to manage role conflict **PUUM 1** is on the belief that she will make sure that she employ a housemaid who will help her in many home chores to overcome the issue of role conflict. Also, she usually liaises with the head teacher for him to understand her situation and proper solution to it. Moreover, **PUUM 2** believed that things have to manage and well planned on her part. Ideally, the headteacher has to coordinate things regarding the division of responsibilities to avoid having much stress among teachers for a successful teaching job. And also form part of the coping strategies to dual role experiences.

From the above pilot result, it led to the adaptation of the interview questions ready to employ in the main research. This evidently helps the researcher to validate the reliability of the interview questions design for the main research. This pilot study provided the picture of MAFEPST and NIFEPST role conflict experience. This is also in line with Merriam and Tisdell (2015) which suggest the essentials of conducting a pilot study that helps the researcher to make necessary adjustment as a guide before conduction the main research interviews.

### **3.5 Research Instruments**

In this respect, after the researcher has collected the data from the participants through the use of face to face interview, interview protocol audio tape, written account by the participants the transcription took effect respectively (refer to Appendix E for the interview protocol). Creswell (2009) recommends the significance of using compound forms of data, such as interviews, documents and observations rather than depending on only one source of data. The researcher himself/herself is regarded as a vital instrument of the research. The researcher is expected to create a good rapport with the participants in a given research. While the participants should emphasize their concern for better result of the research. The research is a very important instrument in the qualitative study which of course human beings and their words in their real-life situation have formed part of the instrument (Given,2008; Yin, 2011 & Creswell, 2014). Nieswiadomy (2013) vouch for data collection in a case study could be either through questionnaires, interviews, the participant's written accounts or observations.

After the interviews, the researcher has shown the copy of the transcribed interview to the participants for them to read what has been transcribed before entering the data in order to validate and clarify the data. The interview was also conducted in the English Language. Moreover, the results of the analysis were analyzed through a descriptive form. Given (2008) defined validity in the field of research as clearly to the “goodness” or “soundness” of a research. The researcher had made sure that available facts and valid information were collected using interview techniques to support what Given (2008) has indicated. In an attempt to ensure the rationality of the consistent facts, the researcher actually asked each and every participant to read the transcribed text first to certify its clarity and prove to be their true narration.

### **3.6 Data Collection Procedures**

In this section, data collection procedures have been done through individual in-depth interviews. Data collection procedure is a very fundamental stage and procedure for conducting research (Sekaran & Bougie 2016). In an attempt to collect meaningful information from the participants the researcher was able to contact the four participants after gaining access from the State Universal Basic education Board Kano. The SUBEB Kano gave the researcher an approval to conduct research at two public primary schools in Tarauni Local Education Authority. (Refer to Appendix A, B, C, & D for more detail about data collection and research work, and re-permission to carry-out data collection).

The researcher was successful to contact those participants with the help of their head teachers whom the researcher issue the approval letter to those two primary school head teachers, from which they attached the researcher with the appropriate married female primary school teachers who are willing to participate in the research. Likewise, In Malaysia, the four participants were contacted by a senior lecturer who happened to be their English lecturer. The lecturer gave the researcher the permission to conduct research with the four Malaysian married female primary school teachers (Who happened to be part-time master students at Universiti Utara Malaysia). Certainly, the data collection was successfully conducted with the help of the participants. This is also in line with Lincoln and Guba (1985) recommend the readiness of participants who can provide an appropriate answer to the research questions, thereby achieving the objectives of the study.

The data collection method has been developed and answer the research questions and objectives of the research. Subsequently, the study has been an in-depth investigation. Moreover, the procedure followed has triangulated and authenticated the outcomes. In an attempt to accumulate meaningful information under study, the investigator used the interview technique, by applying a semi-structured interview using open-ended questions to the participants under study. Creswell (2014) suggests that for the qualitative researcher to conduct a face to face or focus group interview techniques with his or her participants, open-ended questions and few in numbers should be deliberated get an in-depth thoughts from the participants. Moreover, in the process of conducting the interview, an audio recording was used, this was successfully done and provides meaningful information. Cohen, Manion& Morrison (2013) recommends semi-structured in-depth interview as the most appropriate research mechanism that provides detailed information reinforced by any other relevant techniques.

The researcher has made sure that the research was accurate through contact with some academic experts and the supervisor for checking the interview questions, the participant's raw data, and entire interpretations of the data to avoid mistakes. After collecting the information from the participants, the researcher collected the participants' phone numbers, in case the researcher might need additional information for clarifications. This might arise at any possible time. For follow up questions a researcher should collect the participant's contact to ensure optimal responses (Creswell & Clark 2007). The table below indicates the linkages regarding the interview questions, the techniques for gathering the data and the instruments used for the study.

Table 3.3

*Relationship between the research questions, data collection methods, and instruments*

Questions	Data collection	Instruments
1. What are the kinds of role conflicts experienced by married female primary school teachers in Malaysia and Nigeria?	The individual interview has been conducted in order to identify the kind of role conflicts that married female primary teachers' experience.	Interview protocol, audio transcriptions, written account and field notes have been used. Class timetable and school calendars.
2. What are the factors responsible for married female primary teachers' role conflicts?	Interview technique has been applied to identify the factors that are responsible for married female primary teacher's role conflicts.	Interview protocol, audio, written account transcriptions and field notes have been taken with a Classtimetable and school calendars.
3. What kind of challenges do married female primary teachers are experiencing when exercising their dual roles?	Interview techniques have been applied in order to gain married female teachers' viewpoints about the challenges they are facing when exercising their dual roles.	Interview protocol, audio, written account and field notes have been used with class timetable and school calendar.
4. How do the married female teachers cope with the dual-role conflicts?	An interview has been applied to seek responses from the married female teachers on schedules, emotional state and thought on how to proper some coping strategies for the dual role conflicts experiences.	Interview protocol, audio, written account transcriptions and field notes will be used with a class timetable and school calendars.

### 3.6.1 Interviews

The interviews were conducted one to one, in order to get responses from the MAFEPST and the NIFEPST on their experience to role conflicts in exercising their dual roles at home and school. The interview questions are designed and investigated using the semi-structured interview with the participants. According to Stewart and Cash (2014) interview is very suitable for exploring and revealing the personal backgrounds, experiences, beliefs, attitudes, and actions of the participants in a particular research. Berg (2004) categorizes the semi-structured interview into two,

the standardized and unstandardized structured. In this study, the researcher has used the standardized semi-structured interview through a predetermined outline format from the topic and the issues that need to be looked upon.

Lynch (1996) consider the researcher to use this approach by outlining the questions that seek the same information from the participants. The researcher gave the participants the interview questions at first, for them to study the questions carefully by giving those at least two to three days before the interview session (refer to Appendix E for more detail about the interview protocol). This had helped them to feel free from worry or feel stress during the interview, and this had also helped them to express themselves better. The interview session was conducted using the English language on both MAFEPST and the NIFEPST respectively. The researcher, nevertheless, concentrated on using semi-structured, detailed interviews for the purpose of producing a perceptive outcome as opposed to numerical information and authorized better insight of organizational intricacy (Denzin & Lincoln, 2002).

Boyce and Neale (2006) noted that in-depth interview in qualitative research skills includes carrying out well-arranged plans interview techniques to participants with their small number to investigate their outlook in a given phenomenon, activities or circumstances. For instance, the researcher might ask the participants, about their experience, future focus, functions, and transformations in their organization and about them. DZakiria (2008) emphasizes, however, that structured interview was generally used for inquiry design, while semi-structured was purposely based on investigation and encouragement of human behaviour.

#### **3.6.1.1 Advantage of Interview Techniques**

Interview techniques have several advantages, Boyce and Neale (2006) admit that one of the fundamental advantages of in-depth interviews was that it gives a thorough information more than any other techniques of collecting data, and it is very suitable when asking the participants about their daily life activities than filling out a questionnaire. Managing qualitative data is very essential. The researcher has to be extrovert not introvert because the researcher himself was the primary instrument of the research work. Furthermore, the task of the qualitative researcher is to investigate his finding and leave others to expand more.

#### **3.6.1.2 Limitation of Interview Techniques**

Boyce and Neale (2006) indicate that conducting an interview may likely lead to bias expression, he gives an example of medical personnel's or any member of a given community or society, might likely demonstrate that he or she is exercising his or her job well done when asked in an interview just to cover up for their organizational confidentiality. While in the real sense that was not. However, added to that interview is time-consuming, also the interviewer has to learn the techniques of conducting an interview if not he might fail to deliver what he is expected to ask smartly, the interview is not generalizable information only a few samples are chosen, and not randomly selected respondents.

#### **3.6.2 Documents**

Relevant documents were been used in this research in an attempt to enable the triangulation of data. Documents used by MAFEPST and the NIFEPST in displaying their responsibilities at school were obtained. Creswell (2014) recommends that a



qualitative investigator could use some documents in his study, including an official report, newspapers, minutes of meetings, personal journals, diaries, letters, emails, audio and videotapes, photographs, websites, social media text and much more. For example, a teacher's personal data filled with interview protocol, Class timetables, and school academic calendars.

Moreover, a letter of permission to conduct a research on particular staff in that organization and the written approval from the appropriate authority to conduct research in that particular organization (refer to Appendix A, B, C, D, E, F, G and H for more details). Mason 1996; Hitchcock and Hughes (1995) consider these documents as important sources of information and regarded as abstract from the participants thought. Those documents will deliver a contextual evidence and the framework in which teachers work on. The process of notes taking was employed as field notes during the interview by using pen and paper writing the most important points. Other documents that are very important as indicated earlier were scanned and pasted in the appendix section also helped the research process greatly.

### **3.7 Data Analysis**

This segment of the qualitative investigation was demonstrated, organized using an in-depth narrative and demonstration from individual opinions based on the drafted questions that are readily available to answer the objectives of the research. After the raw data was transcribed, the researcher used the Nvivo software after sorting out the codes from the raw data. To justify this Creswell (2014) indicates that the researcher should use a qualitative Computer software to evaluate the data or use a hand coding to analyze the data. Even though a hand coding is very difficult and it consumes time.

In this study, Nvivo software was used in analyzing the data. Jones and Diment (2010) describe the practicality of using Nvivo software. Looking at the two criteria to follow in analyzing the data, using either software or manual hand coding as stated by Creswell (2014) emphasizes that the technique of using manual hand coding is tedious but more promising. Actually, in this study, the Nvivo software was used in analyzing the data. In this regard, the use of Nvivo software helped in making the analysis and interpretations easily and more advanced.

### **3.7.1 Procedure for Data Analysis of Interviews**

The data collected from the MAFEPST and the NIFEPST were used to comprehend the issue of role conflicts experienced by the married female primary school teachers. This is where the researcher interviewed the participants of the study through the face to face audio interview, written accounts as well as jottings of some points as field notes. First and foremost, after the researcher has collected and transcribed the data, the transcription supposed to be read before coding the data. In qualitative research, the researcher usually organizes codes, themes and patterns emerge from the data without quantification (Dey, 1993). The information at hand was synthesized based on relationship by categorizing the data to answer the research questions. The background information of the participants was coded, categorized and continue to arrange the themes to be linked with the data and group them incompatible with the research questions. The data was broken down into smaller parts, line by line into different categories with sub-headings.

The researcher has organized the raw data into the theme layer by constructing the clue of the major themes, sub-themes, and sub-sub-themes. For instance, the current study research interview questions are six questions:

- Q1. How often do you find your role as a housewife conflicting with your job as a teacher?
- Q2. What factors do you consider responsible for roles conflicts?
- Q3. What do you find challenging in combining your role as a housewife and your work as a teacher?
- Q4. How does your time management affect your roles as a housewife and your roles as a teacher?
- Q5. Does the stress you encounter at home or school affects your performance?
- Q6. Describe how you intend to solve problems that emanate between your role as a housewife and your job as a teacher?

Here the central question 1. How often do you find your role as a housewife conflicting with your job as a teacher? The participants have answered the question followed by the categorization of related answer point after the point based on the participant's experience and thoughts. It was after gathering the information from the participants, the researcher transcribed the interviews.

The investigator categorized the data sequentially with the related flow of answers based on themes, sub-themes, and sub-sub themes. The essence of using the thematic analysis is to manage the available data for categorizing and arranging the data for comprehensive finding without much difficulty.

For the purpose of making the research more realistic. Clarke and Braun (2013) define thematic analysis as the practical and vital structure that a researcher is expected to use in order to yield a refined explanation of data surrounded by the qualitative pattern. Based on this idea they propounded the following six stages of thematic analysis, and the current researcher is planning to apply this criterion in analyzing the data as stated below.

The researcher is expected to take notes in the following phases before analyzing the data.

- 1) An acquaintance of using the data: In the qualitative analysis, the researchers require to engage himself and familiar with his data! By understanding and paying attention to the audio or video-documented data.
- 2) Coding: this involves creating and briefing essential structures of the data in relation to the research questions more flexible during the analysis. The researcher is expected to codes each item by assembling all codes with quotations.
- 3) Exploring the themes: this is through coding the codes to classify connectivity of the data in order to be disclosed in the future.
- 4) Examining the themes: The researcher should check the themes and coded quotations by describing the category of individual-specific themes and its connectivity with other themes.
- 5) Describing and mentioning the themes: The researcher is expected to describe and designate the themes. The researcher will transcribe the in-depth investigation of individual themes and how suitable it is for the general story of the facts.

- 6) Reporting the themes: thematic analysis involves composing the story passionately without researcher's biases.

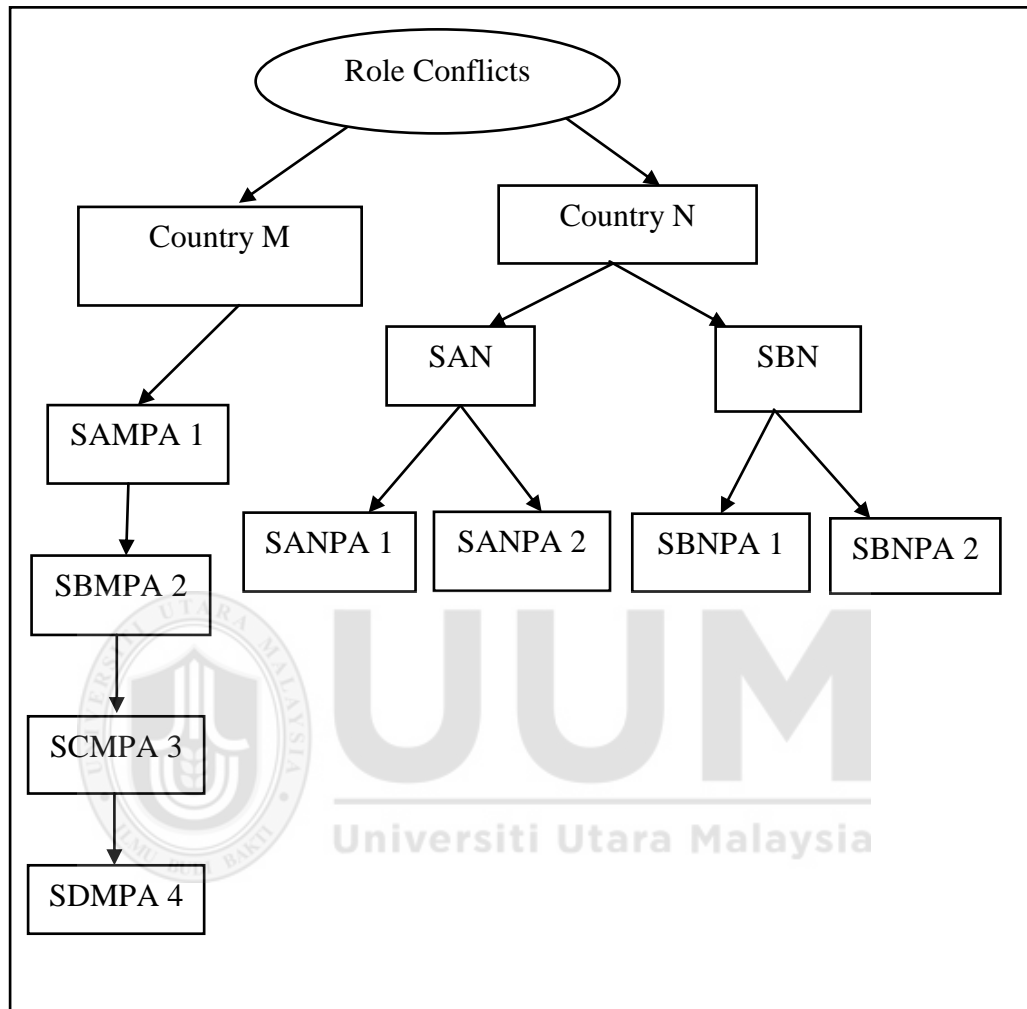


Figure 3.1. Coding chart of the study

The Figure 3.1 illustrated how the researcher used codes in identifying the participants who were been interviewed in this study. In this study, the processing and analysis of data were done through coding. By giving Malaysia the code of M and Nigeria N. The code of SAM, SBM, SCM and SDM meaning school A, B, C and D Malaysian schools. SAN as (School A Nigeria) and SBN as (School B Nigeria). The Malaysian participants were assigned with SAMPA1 as (school A Malaysia participant 1) and SBMPA2 as (School B Malaysia Participant 2). SCMPA3 as

(school C Malaysia Participant 3) and SDMPA4 as (School D Malaysia Participant 4). Furthermore, the Nigerian participants were consistently assigned with SANPA1 as (school A Nigeria Participant 1) and SANPA 2 as (school A Nigeria Participant 2). SBNPA1 as (school B Nigeria Participant 1) and SBNPA 2 as (school B Nigeria Participant 2) respectively. In addition, the name of the schools and the respondents were not and will not be disclosed in this study anonymously for confidentiality.

The themes and codes were displayed based on individual perspective with quotations for specific evidence. The categorization of themes used to describe the sequence of events through themes and sub-themes. Saldana (2015) posits that coding in a qualitative investigation is a word or short phrase that typically ascribes a comprehensive, relevant, suggestive aspect of language-based or data. Creswell (2014) opines that sites, people, and words were described coded and categorized into themes in the process of making analysis in qualitative research.

A thematic analysis was used to provide an organized data for interpretation. Themes are the group of words created and extracted from the data arranged in a systematic manner that answer the research questions at the end of the study (Braun & Clark 2013). The Nvivo software was used to simplify, provides models, beautify the data, categorize and presented that presented the general theme the 'role conflicts'. Subsequently, other six major themes were emerging from the general theme: Teacher's role conflict experience (TERCE), factors of dual-role conflicts (FADROC), challenges on female teachers' dual-roles (CHALFETDUR), and dual-roles time management (DUROTIM), behavior and stress affecting the performance

(BESAP) and solutions to multiple role conflicts (SOMROC). In addition, these six mentioned major themes have sub-themes which are categorized under Figure 4.1.

The categories were also assembled into meaningful parts in order to relate each other based on the research framework and what the participants have said. In the end, the codes were compiled based on the research questions and the number of participant's statements was counted. The detailed understanding of what has been compiled was clearly stated. (Denzin & Lincoln, 2000; Creswell, 2008) recommend the use of inductive analysis to develop themes from the data. The researcher has planned and organized a systematic coding technique to categorize major themes, sub-themes and sub-sub themes in the whole procedure of data analysis. Given (2008) has confirmed that in recent time researchers were using Nvivo and Ethno graph software's for data analysis, analyzing large number of participant's data which was easier than the initial techniques. But other scholars were not in the support of such software's which they considered it not 100 percent reliable in analyzing data. It is based on this process of sorting and creating codes, general theme, sub-themes and sub-sub themes that emerged from the data regurgitated by the participants finally answered the research questions and the objectives of research been achieved.

### **3.8 Trustworthiness**

Trustworthiness is an important element of qualitative research, and the findings ought to reproduce the authenticity of the investigation. In an attempt to do this investigation, the trustworthiness yardsticks deliberated based on the credibility, dependability, and conformability of the methodology. Guba and Lincoln 1985; Denzin and Lincoln (2000) propose that credibility will be determined through

triangulation and member checking. The triangulation will also be accomplished by a variety of data compilation techniques, which will involve using semi-structured interviews and documents to validate the experience of the MAFEPST and NIFEPST role and conflicts. The additional strategy has been used to maximize the trustworthiness of the outcome of the study by carrying out member checks. According to Lincoln and Guba (1985), member check involves taking the prepared interview back to the participants to ensure its correctness before the researcher's final analysis. For the purpose of minimizing researcher's prejudice, any additions or undeserving data were fixed properly and has been included in the final interpretations.

Dependability can be regarded as the authenticity of the data over a period of time and also under different circumstances. It is equally a benchmarks for selecting the participants based on their individualities. Main while, the movement of outcomes to other structures can be measured. Conformability is the precise presentation of data provided by the participants, not being biased interpretation by the inquirer (Lincoln & Guba 1985; Moretti, et al. 2011; Polit & Beck, 2012). In this study, the researcher has applied the above-stated norms in order to make proper descriptions of the study. Denzin and Lincoln (1994) state that information composed from a variety of sources is equated and distinguished in the course of safeguarding the correctness of investigating the data.

The researcher used a technique of investigation through the audio transcriptions in conducting the interview. Jewitt (2012) describes the advantage of using audio/video transcriptions in collecting data that provides a fact-finding research design or data-



discovery segment. In addition, field notes were also been used during the interview sessions. Rumril, Cook and Wiley (2011) indicate that the use of field notes, guarantees information from the researcher's special proficiencies in the study are integrated into the procedure of analysis. Besides, a field note offers the qualitative researcher with valuable instances and direct quotations from participants. The researcher has tried to ensure that the analysis of the research data was undergone through the process of an audit trail. Rumril, Cook, and Wiley (2011) an audit trail clarifies a particular research process; the research should be appraised by a qualified researcher to substantiate the trustworthiness of the research.

### **3.9 Research Ethics**

The researcher had made sure to follows the guidelines of the research, by distinguishing between acceptable and non-acceptable social behaviour (right and wrong), to abide by the code of conducts of the dual domains of his research to avoid making errors. Yin (1984) advocates that the researcher should portray a good personal trait throughout the research journey. Moreover, the researcher has many discretionary responsibilities to be careful, by avoiding any harm to his/her participants, such as avoiding misinterpretations and deceptions. The researcher supposed to be open minded and truthful. Also, the researcher must seek approval from the appropriate authority before conducting the research and seek consent from the participants, who are willing to provide relevant information about the research.

Based on the above criteria, the researcher has seek a formal permission from the University Utara Malaysia to the Ministry of Education of Nigeria by writing a covering letter requesting the ministries to give an approval letter of permission to

conduct a research in their selected public primary schools, for the researcher to get formal access and conduct a meaningful data collection (refer to A, B, C, and D for more details). While due to proximity in terms of access to Malaysian data four respondents were met in their place of study (most of whom were part-time married female primary teachers and master students studying at Universiti Utara Malaysia) a senior lecturer has sought their consent to participate in the research. An attempt had been made by the researcher to follow how it goes in collecting the data, but the gaining access from the appropriate authority in Malaysia becomes a very top issue and time-consuming. Flick (2014), Rossman & Rallis (2016), suggest that a researcher can confront the participants directly or with the help of an authorized person if he/she is experiencing difficulty from the authority concern provided the participants are willing to provide meaningful information.

### **3.10 Summary of Chapter Three**

This chapter has discussed the methodological issues planned to be conducted in this research. The inquiry is purposely geared toward making a multiple case-study of role conflicts among Malaysian and Nigerian married female primary school teachers. The selection of a case study has to correspond with the research questions and objectives of the study. This methodology not only enables the investigator to discover the married female teachers' roles and conflict, nevertheless, to find out the possible solutions from the female teacher's opinion, which will make a balance between the roles they perform at homes and schools for their well-being. The research instruments to be used were interviewed, the participant's written account and documents.

## **CHAPTER FOUR**

### **ANALYSIS AND FINDINGS**

#### **4.1 Introduction**

This chapter presents the upshots in relation to a multiple case-study of role conflicts among Malaysian and Nigerian married female primary school teachers. This research was conducted in two countries as a multiple case-study between Malaysia and Nigeria. The interview data collection was carried out from 27<sup>th</sup> September 2016 to 11<sup>th</sup> October 2016 among the Nigerian married female primary school teachers. The Malaysian female primary teachers' interview and written account have been collated from 6<sup>th</sup> May 2017 to 13<sup>th</sup> May 2017. The instruments used for this research was interviewing, written accounts from the participants that answer the interview questions and relevant documents. Married female primary teachers multiple role conflicts has been analyzed using Nvivo software through storing, sorting, arranging and organizing the data for interpretation. The sources of the data collected are analyzed to answer the research questions by achieving the objectives of the research.

The organization of the findings is in accordance with one research instrument that is through an interview technique. The findings from the interview responded by the participants are analyzed to answer the research question (1) what are the kinds of role conflict experienced by the married female primary school teachers in Malaysia and Nigeria? Of course, section 4.3.1 to 4.3.4 have provided answers to this question. (2) What are the factors responsible for married female primary teacher's role conflicts? In response to answer this research question section, 4.4.1 to 4.4.6.4 have also answered the research question 2 in this chapter. (3) What kinds of challenges do

married female primary teachers experience when exercising their dual roles? In response to this research question, section 4.5.2.1 to 4.5.5.2 have also answered this particular question. (4) How do the married female teachers cope with the dual-role conflicts? Finally, section 4.6.1.1 to 4.6.1.2 have indeed answered the research question 6.

This section provides analysis and interpretation of A Multiple Role Conflict between Malaysian and Nigerian married Female Primary School Teachers. The objectives of the study are stated as follows. (1) To explore the kinds of role conflicts that married female primary school teachers in Malaysia and Nigeria are experiencing. (2) To identify factors of Home and Working conditions that contribute to role conflicts. (3) To find out the challenges that married female teachers face when performing their dual-roles. (4) To find out possible coping strategies of dual- role conflicts among married female primary school teachers. The researcher has organized the raw data into the theme layer by constructing the clue of the major themes, sub-themes, and sub-sub-themes. For instance, the current study research interview questions are six questions:

- Q1. How often do you find your role as a housewife conflicting with your job as a teacher?
- Q2. What factors do you consider responsible for roles conflicts?
- Q3. What do you find challenging in combining your role as a housewife and your work as a teacher?
- Q4. How does your time management affect your roles as a housewife and your roles as a teacher?
- Q5. Does the stress you encounter at home or school affects your performance?

Q6. Describe how you intend to solve problems that emanate between your role as a housewife and your job as a teacher?

Here the central question 1. How often do you find your role as a housewife conflicting with your job as a teacher? The participants have answered the question followed by the categorization of related answer point after the point based on the participant's experience and thoughts. It was after gathering the information from the participants, the researcher transcribed the interviews.

The investigator categorized the data sequentially with the related flow of answers based on themes, sub-themes, and sub-sub themes. The essence of using the thematic analysis is to manage the available data for categorizing and arranging the data for comprehensive finding without much difficulty. It is based on this process of sorting and creating codes, manually before inserting it into Nvivo software. This because Saldaña (2015), has made it categorically clear that researcher's intellectual capacity might be more focused than using the software for creating codes of the data. The researcher organized the general theme, sub-themes and sub-sub themes that emerged from the data produced by the participants and also driven from the research questions. The themes were created from the individual theme and sorted out from individual participants relevant to each question without overlapping even though the questions were related. Braun and Clark (2006) suggest that qualitative researcher should ensure that themes are not being overlapped even though they are related to each other. finally answered the research questions and the objectives of research been achieved.

## 4.2 Role Conflict

In an attempt to analyze the data regarding the Malaysian and Nigerian married female primary school teachers multiple role conflicts, a thematic analysis was used to provide an organized data for interpretation. The Nvivo software was used to categorize and presented the general theme of the 'role conflicts'. Subsequently, six major themes were emerging from the general theme: Teacher's role conflict experience (TERCE), factors of dual-role conflicts (FADROC), challenges on female teachers' dual-roles (CHALFETDUR), and dual-roles time management (DUROTIM), behavior and stress affecting the performance (BESAP) and solutions to multiple role conflicts (SOMROC). In addition, these six mentioned major themes have sub-themes which are categorized under Figure 4.1.

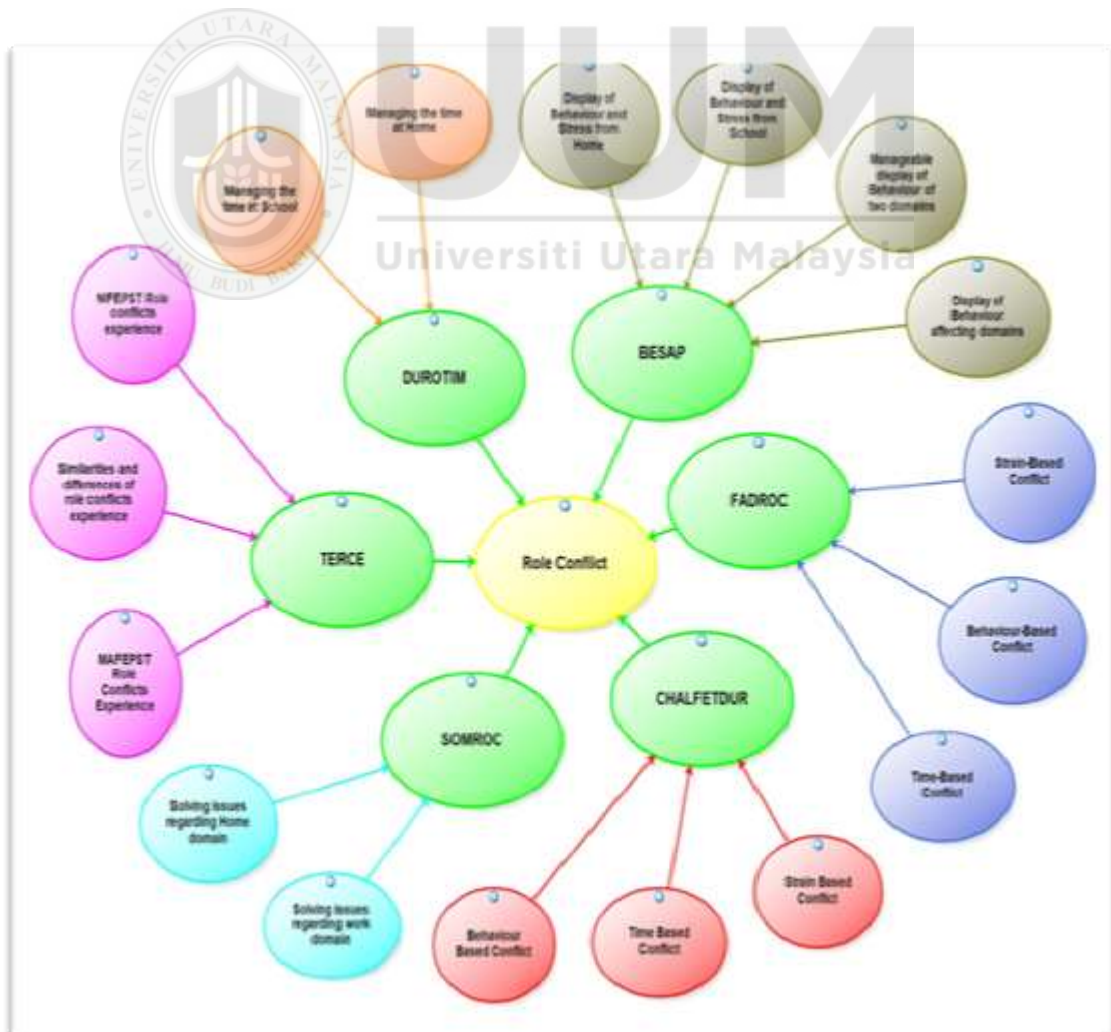


Figure 4.1. Role Conflict

#### **4.3 The research questions 1: What are the Kinds of Role Conflict Experienced by the Married Female Primary School Teachers in Malaysia and Nigeria?**

In an attempt to answer the above questions it would be very important to define the concept of role conflict. Contributions have been made by the popular scholars who contributed immensely in the area of work and family-related issues. Kahn et al. (1964) define role conflict as the "*simultaneous occurrence of two (or more) sets of pressures such that compliance with one would make more difficult compliance with the other*" (1964, p. 19). Whereas, multiple role conflict Kulik, Shilo-Levin & Liberman (2015, p.138) made it clear that "In light of technological developments and normative changes, both men and women perform more roles than in the past in the domains of family, work, and community as well as in the area of self-development". That means both men and women in the present time are in one way or the other engaged themselves in several roles to be performed in their spheres of life. Moreover, apart from men and women being engaged themselves, there is another type of engagement which can be referred to as "dual roles" Baruch & Barnett (1986, p.578) had this to say:

*"The topic of "dual roles," in contrast, has been seen as a woman's issue; for women, the role of the paid worker is assumed to be added on the normative condition of being a wife, mother, and homemaker. Role overload, role conflict, guilt, anxiety, and other hazards are expected to follow, resulting in impaired well-being".*

##### **4.3.1 Teachers Role Conflict Experience (TERCE)**

In a quest to explore whether MAFEPST and NIFEPST are experiencing role conflict Figure 4.2 has provided an excerpt. The two groups of teachers are experiencing their dual-role conflict: MAFEPST role conflict experience, as the main theme. The Sub-themes of MAFEPST role conflict experience produced, family role conflict, work role conflict, and dual conflict experience and management. Similarly, NIPEPST role

conflict experience also produced family role conflict, work role conflict, and dual conflict experience. The similarity and differences of role conflict experience also presented how the two groups of teachers are similar and different in terms of experiencing the dual-role conflict. This will help to answer the objective one 1 by making the comparison of what the participants have disclosed.

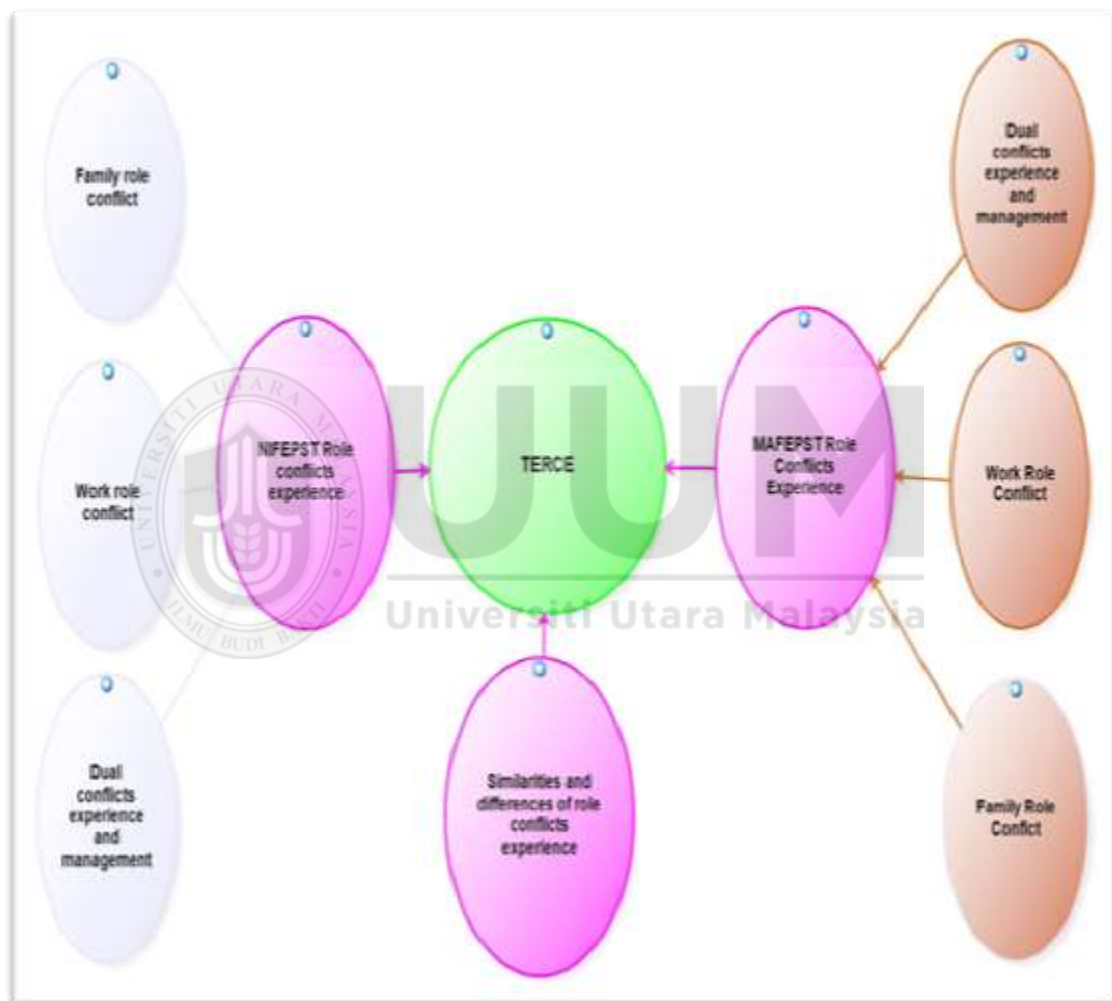


Figure 4.2. Teachers Role Conflict Experience (TERCE)

#### 4.3.2 MAFEPST Role Conflict Experience

MAFEPST role conflict experience is the sub-themes derived from teachers role conflict experience (TERCE) it also produced other three sub-sub themes among



which did include: Family role conflict, Work role conflict and Dual conflict experience and Management. See figure 4.3 below.

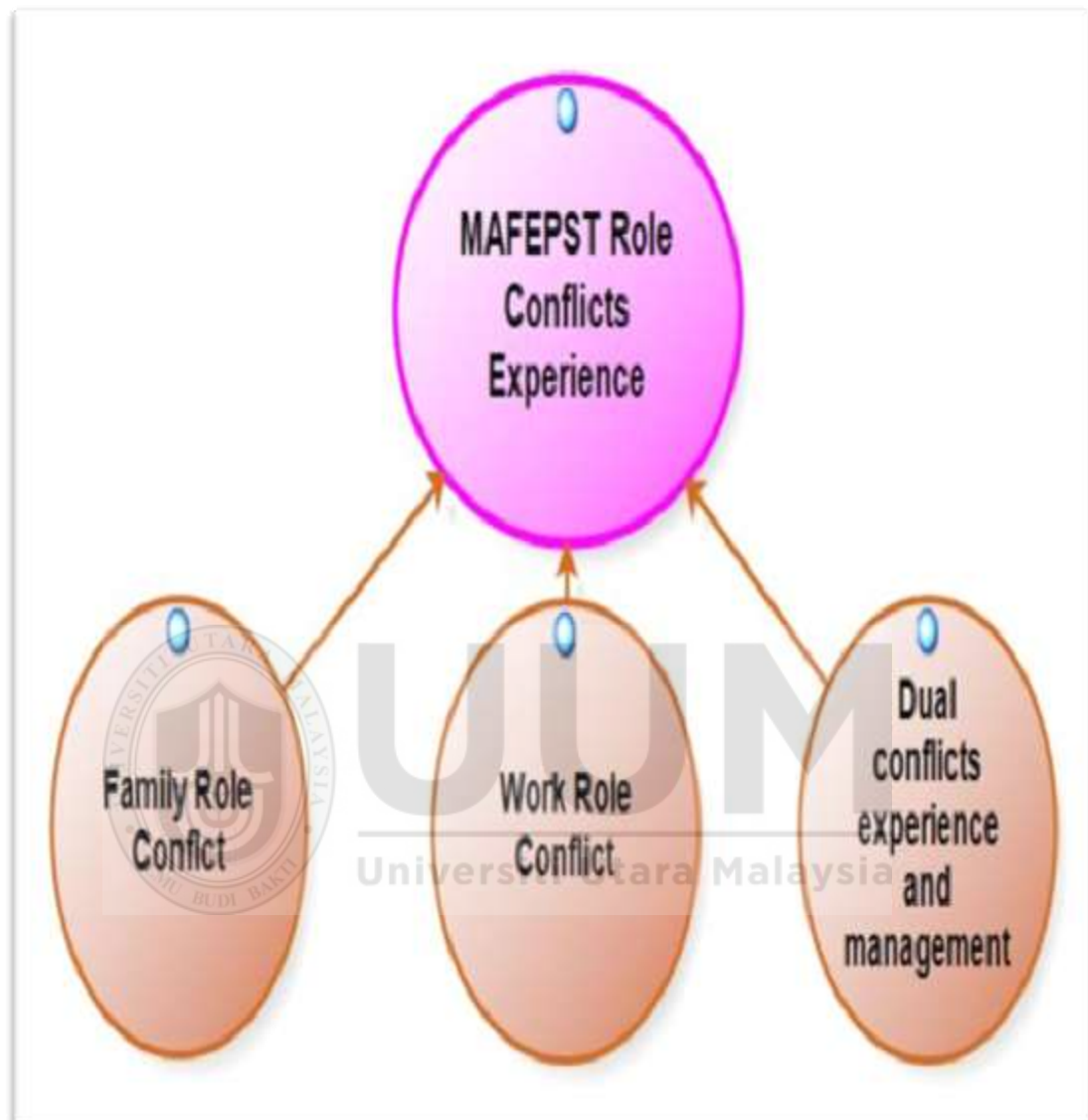


Figure 4.3. MAEPST Role Conflict Experience

#### 4.3.2.1 Family Role Conflict

Below are the excerpts from the MAEPST on their experience with family role conflict at home: From the view of SAMPA 1 points that:

*“I find it every day that my roles as a housewife are conflicting with my roles as a primary school teacher. Because I feel like I am working too much and I do not spend more time with my children. That means I leave*

*my children at 6:00 am in the morning before and then I only meet them at 6:00 pm in the evening”.*

This evidently shows that SAMPA 1 was experiencing the role conflict at home. She usually left her children at home without knowing what is going on due to the workload at school which consumes her time. While, SBMPA 2 states that, *“When there were too much of work at school, I am able to feel the workload. Unable to concentrate the workload in the house. Unable to concentrate on the children. The SBMPA workload at school to make her lose her control when she arrives home. She easily feels irritated due to the stress encountered. “I get angry so fast. I get stressed and pressure. Burnout”.*

SCMPA 3 disclosed that the two roles *“does not contradict much as both are important responsible caring roles”*. From all indications, SCMPA 3 dual responsibilities did not become burdensome to her, unlike her other colleagues’ teachers.

SDMPA 4 points that, *“The role of a housewife is more burdening rather than my job as a teacher. I have many tasks to be completed as I have three grown-up children that really need my attention and care. But as a housewife, I need to comply with my duty”*. In contrast, SDMPA 4 regarding her experience family role was becoming more challenging than work role.

Based on the above assertions, especially what SAMPA 1, SBMPA 2 and SDMPA 4 had just disclosed was in conformity with the findings of Achour et al (2015, p.9-10) on Malaysian female academicians’ work-family conflict that,

*“Married Muslim females with younger children tend to show major distress over family issues. These females, particularly regret not giving enough attention to their family and children and describe housework and childcare as major constraints to academic work performance. In addition, academic teaching, research, and administrative tasks represent yet another source of conflict between work demand and family roles”.*

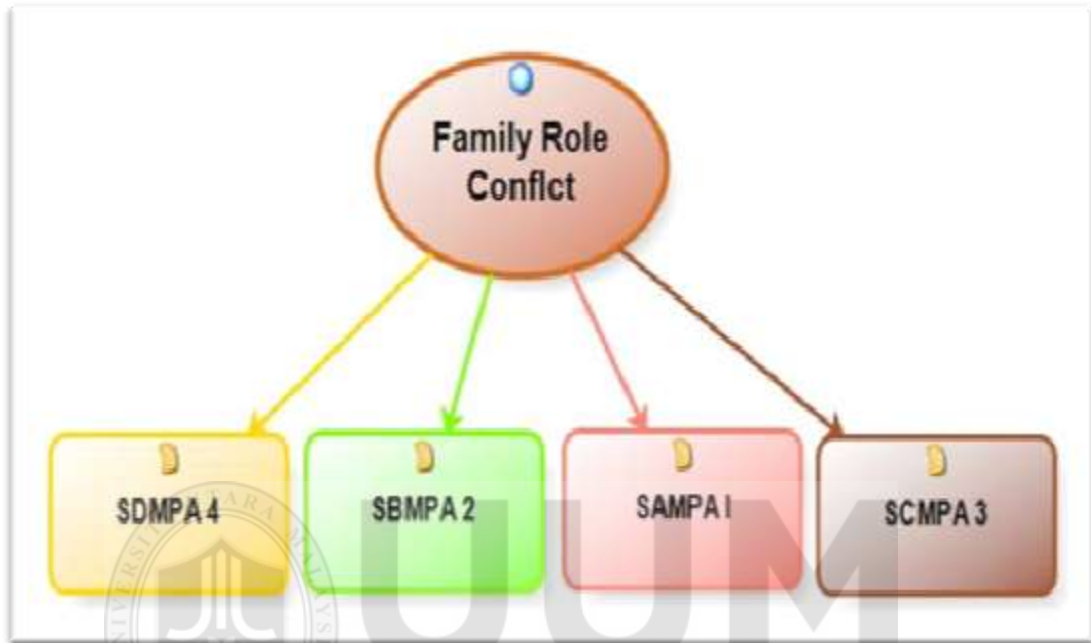


Figure 4.4. Family Role Conflict

#### 4.3.2.2 Work Role Conflict

The following extracts illustrate the experience of MAFEPST work role conflict in their school. SAMPA 1 describes the work role conflict she is experiencing while discharging her responsibilities at school. She expresses that, *“Because I feel like I am working too much and I do not spend more time with my children. I feel stress when it comes to staying on the school from morning to 5:00 pm until in the evening. That means I leave my children at 6:00 am in the morning before and then I only meet them at 6:00 pm in the evening”*. Reference to what SAMPA 1 has disclosed regarding work role conflict shows that she spends more time at school than at home throughout working days. Also, she emphasized neglecting her children at home,

while busy working at the school. SAMPA 1 with her age 30-35 and she is having 5-10 teaching experiences. Although she is a junior worker not having many years in the teaching profession, but yet she is experiencing work role conflict not even taking good care of her children.

SBMPA 2 stated that *“when there were too much of work at school, I am able to feel the workload. As a result of the school workload, she “gets angry too fast. I got stressed tautness and Burnout”*. In the same vein, too much work at school make her feel exhausted and easily become tired. SBMPA 2 was 41-45 years of age, having at least 15-20 years teaching experience school excessive work makes her got stress and instantly feel angry. On the other hand, SDMPA 4 points that, *“the role of a teacher gives me a great satisfaction once I achieved my goals and objective after teaching my students*. That means the moment she achieves success no matter how she normally feels the preference of her profession. *“I will enjoy teaching as it is my passion”*. SDMPA 4 was 36-40 years of age with 10-15 teaching experiences, but she did not experience much stress at work like her other colleagues do.



Figure 4.5. Work Role Conflict

#### 4.3.2.3 Dual Conflict Experience and Management

This section provides with information from the MAFEPST, regarding their experience on dual-roles conflict and management. The first participant that responded under this section was experiencing the difficulties from the two roles. Participant 4 was having a great satisfaction from the teaching profession and managing to cope with home responsibilities. SAMPA 1 stated that *“I find it every day that my roles as a housewife are conflicting with my roles as a primary school teacher”*.

SDMPA 4 points that, *“the role of a teacher gives me a great satisfaction once I achieved my goals and objective after teaching my students. But as a housewife, I need to comply with my duty”*.

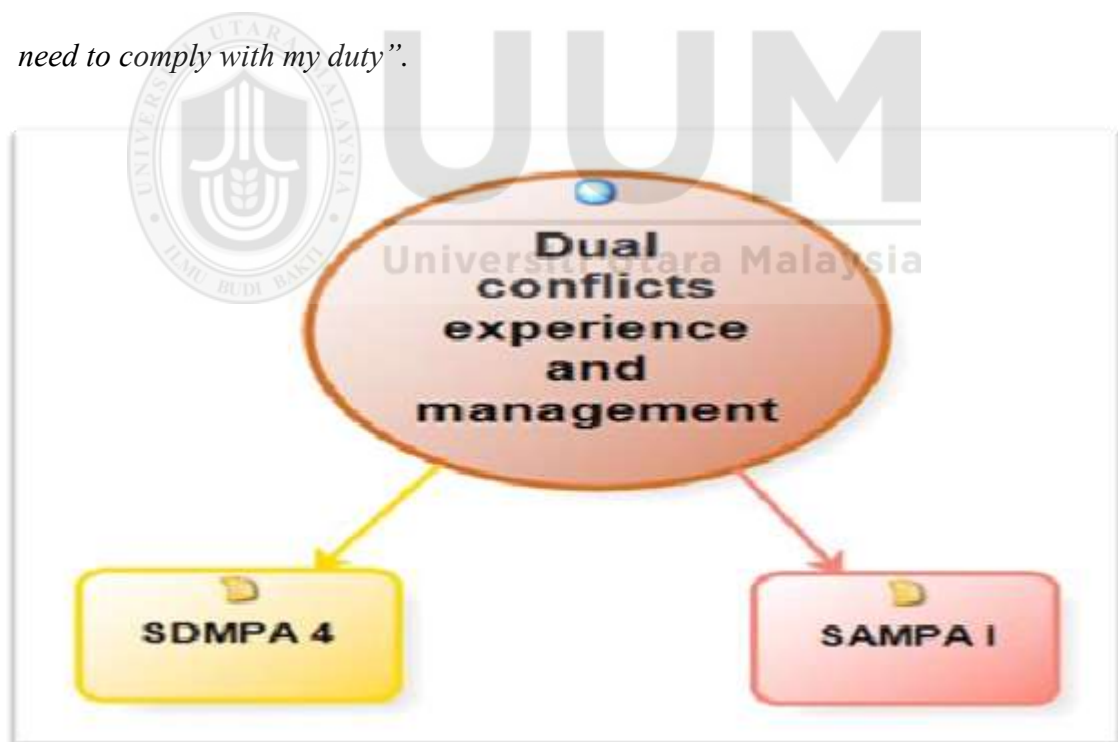


Figure 4.6. Dual Conflict Experience and Management

#### 4.3.3 NIFEPST Role Conflict Experience

NIFEPST role conflict experience is also derived from TERCE. The sub-sub themes of NIFEPST role conflict comprise Family role conflict, work role conflict and the

dual conflict experience and management. Refer to figure 4.7 for the three classifications of NIFEPST role conflict experience.

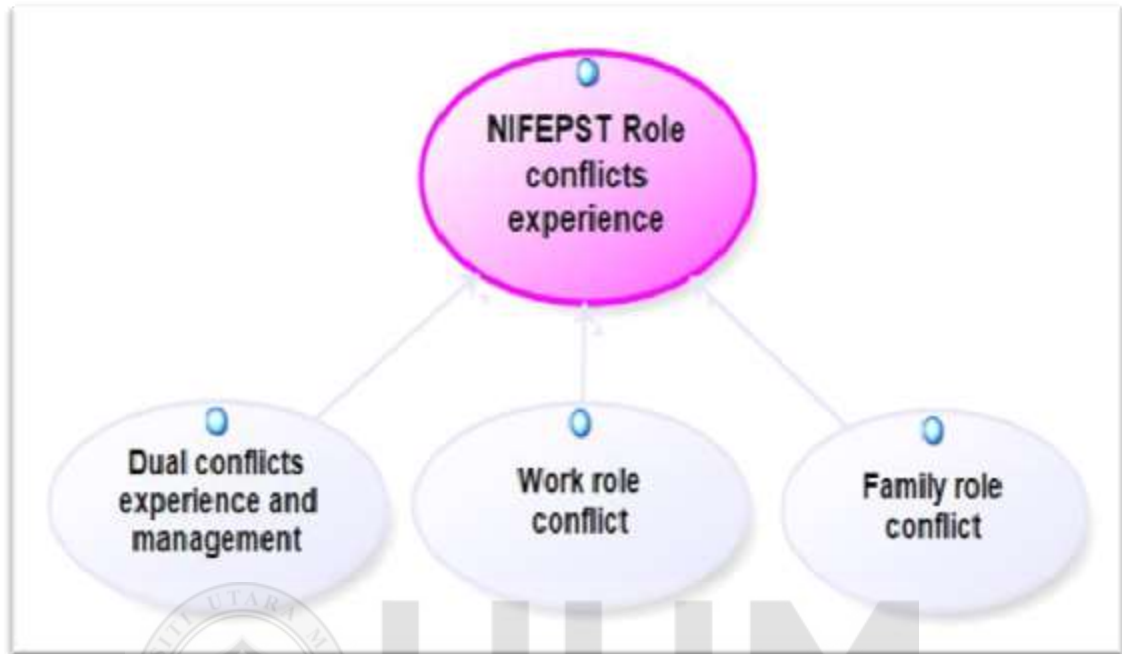


Figure 4.7. NIFEPST Role Conflict Experience

#### 4.3.3.1 Family Role Conflict

Refer to Figure 4.8 below, the NIFEPST have expressed their concern on how they are experiencing family role conflict based on what SANPA 1 said *“Of course, sometimes I find it difficult to play the two roles without having problems. Because sometimes I tried my best to overcome those problems. Because of the two roles are important to me in my life”*. She added that *“I just have to try my best to do what I see is the best. Firstly, there are lots of challenges, but I just have to face it since I choose to be part of the roles”*. From the view of SANPA 1 where she usually finds difficulties to play the two roles. Despite the fact that two roles as a housewife and being a teacher are very important to her. She is endeavouring to be determined.

SANPA 2 reveals that *“There is a conflict for child caring, there is conflict between multiple births and after birth, conflict on the family crisis”*. SAMPA 2 was really curious about how she responded to family role conflict for having the difficulty of excessive birth, after birth and during the period of child caring at their infancy stage.

SBNPA 1 said that *“in writing lesson plan I have to write it for each and every class because their topic differs. This diverts my attention to my family as a housewife”*. This participant is trying to make the readers believe that writing a lesson plan, the scheme of work, records of work, and much more deter the efforts of dual career woman towards their home responsibilities.

SBNPA 2 points that, *“I encounter many problems with my roles as a housewife and my role as a teacher such as pregnancy, exhaustion, time management, stress and so on”*. Yes, what the participants were saying concerning the challenges they are facing at home especially during pregnancy and childcare. It is obvious in life to experience such situations during the gestation period, women usually become exhausted and easily get upset.



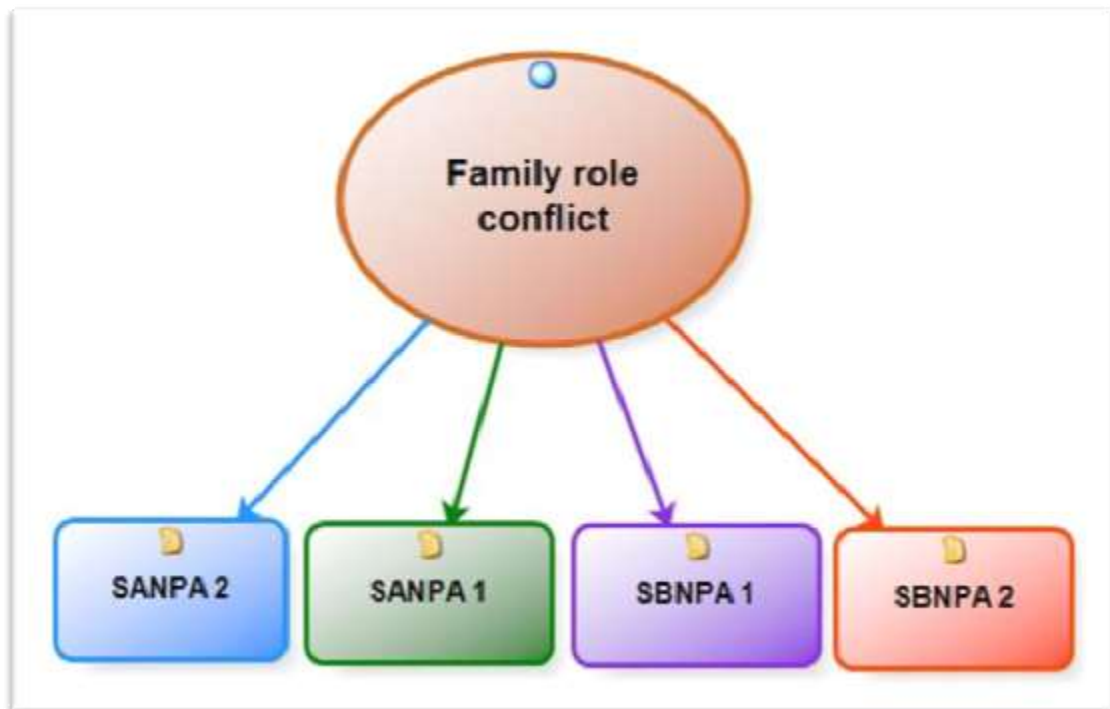


Figure 4.8. Family Role Conflict

#### 4.3.3.2 Work Role Conflict

Figure 4.9 clearly presented how NIFEPST were experiencing work role conflict in their schools. SBNPA 1 states that

*“As a teacher, a woman who is married and has children has a lot of problems, especially when there are clashes in the class timetable which usually I feel is in every school. Because the period is the same with other classes. Also in writing a lesson plan, I have to write it for each and every class because their topic differs”.*

SBNPA 1 was 41-45 of age with 15-20 years of teaching experiences, she also experiences role conflict at work with lots of challenging issue of having many children at home. She is experiencing problems with her timetable, as well as writing a lesson plan. However, SBNPA 2 said that *“ I encounter many problems with my roles as a housewife and my role as a teacher such as pregnancy, exhaustion, time management, stress and so on”*. SBNPA 2 with her age 36-40 years and her teaching experience 10-15 years also threatening with work role conflict especially during



pregnancy period. She is having work role conflict regarding the issue of managing her time from home to school and from school, to work, she is suffering from fatigue at a time.

With regards to above affirmations from the participants, is in conformity with the views of Netemeyer, Boles, & McMurrian (1996, p.402) said that *“persons with more children (at home) must adjust their demands, time, and emotions between the work and home setting more than persons who have few or no children. Thus, the number of children at home should be positively correlated with WFC and FWC”*. Furthermore, Gutek, Searle & Klepa (1991) view that in as much as the number of hours one spends on the work or family role can be directly related to the degree of work-family conflict experienced.

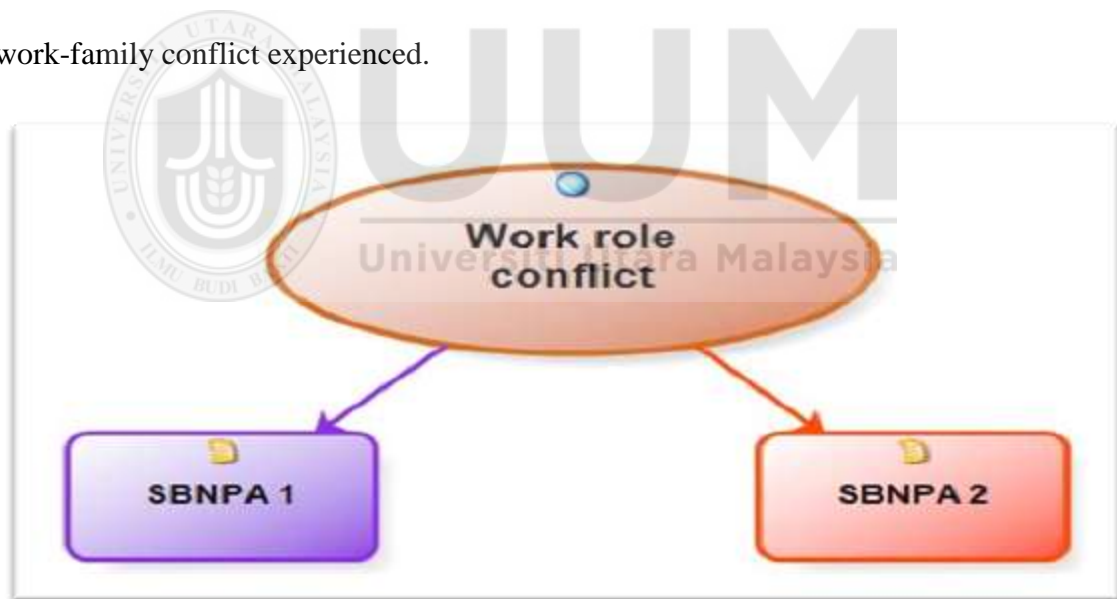


Figure 4.9. Work Role Conflict

#### 4.3.3.3 Dual Conflicts Experience and Management

Refer to figure 4.10 where two NIPEPST participants responded to the dual conflict experience and management. SANPA 1 reacted that, *“I find it difficult to play the two roles without having problems. Because sometimes I tried my best to overcome those problems. Because of the two roles are important to me in my life”*.

Nevertheless, SANPA 2 usually develop self-confidence in exercising the dual responsibilities where she emphasizes that, *“But to me, if I get confident I put myself into the confidence I will get through”*.



Figure 4.10. Dual Conflicts Experience and Management

#### 4.3.4 Similarities and Differences of Role Conflicts Experience

Based on the Nvivo analysis figure 4.11 illustrates the model of similarities and differences in teachers' role conflict experienced. The MAFEPST as part of TERCE was found that of 4 participants were found to respond to having experience of family role conflict including SAMPA 1, SBMPA 2, SCMPA 3 and SDMPA 4. In the same way, four 4 participants of NIFEPST were found to respond to having experience of family role conflict, including SANPA 1, SANPA 2, SBNPA 1, and SBNPA 2 correspondingly. Nevertheless, three 3 MAFEPST participants responded by having work role conflict among which did include: SAMPA 1, SBMPA 2 and SDMPA 4.

In contrast, only two 2 NIFEPST participants reacted by having work role conflict. Reference to dual conflict experience and managed to 2 MAFEPST participants resulted, in which SAMPA 1 responded and showing the difficulties while performing

the dual responsibilities. On the contrary, SDMPA 4 reaction had shown great satisfaction with the teaching profession and her ability to conform to home responsibilities respectively. NIFEPST responses to dual conflict experience and management were two participants responded to this particular issue that SANPA 1 reacted having experience with the difficulty of playing the two roles but can be manageable. In the same vein, SANPA 2 follow the crowd to manage the two roles. From the above responses, the entire eight 8 participants of MAFEPST and NIFEPST similarly revealed having experienced family role conflict. While three most common among The MAFEPST were disclosed having work, family conflict and least amount of two participants of NIFEPST reacted having experienced work-family conflict. Regarding the dual role conflict, two participants of MAFEPST responded with the similar reaction of two participants of NIFEPST as below figure 18 was shown.

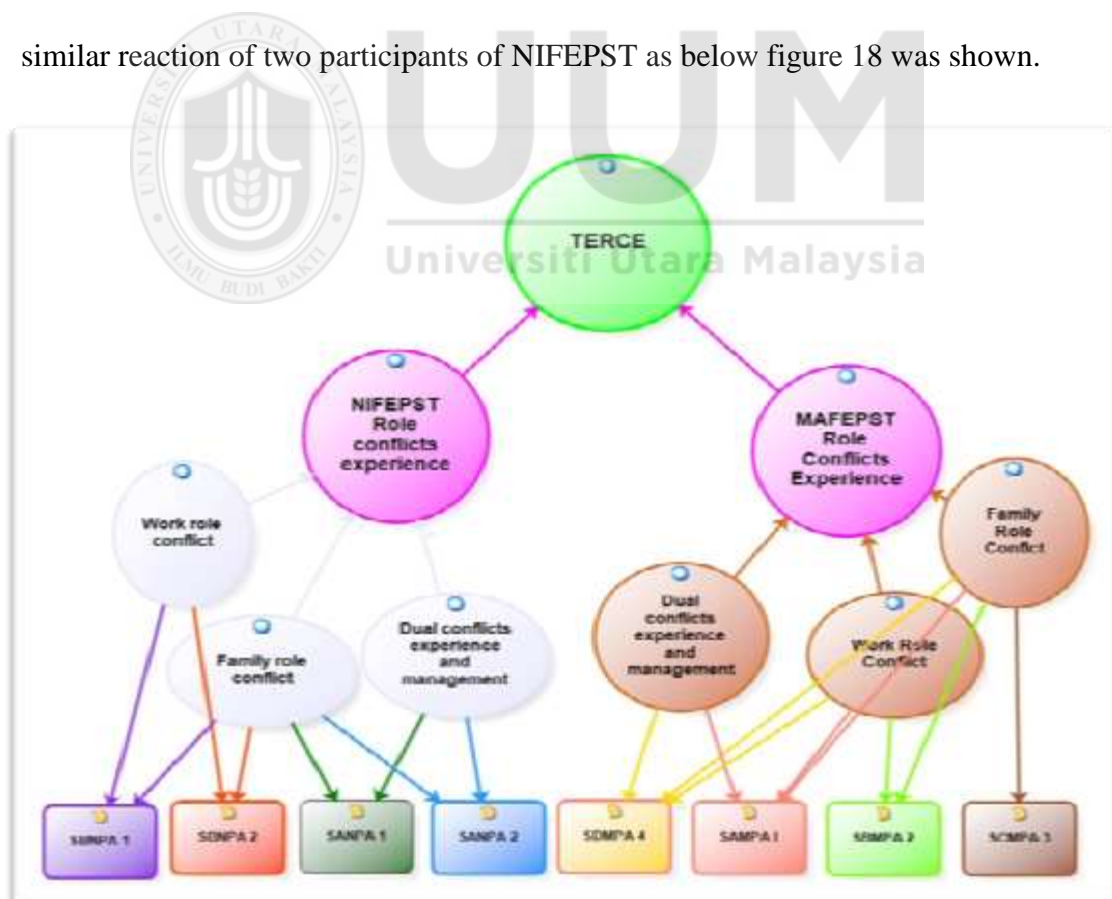


Figure 4.11. Similarities and Differences of Role Conflicts Experience

#### **4.4 Research Question 2: What are the Factors Responsible for Married Female Primary Teacher's Role Conflicts?**

The earlier section presented the role conflict experienced by MAFEPST and NIFEPST while discharging their responsibility at home and school. The above research question is similarly referred to relate this study to Greenhaus & Beutell (1985) theory of work-family conflict. Reference to the present study of the factors or sources of teacher's role conflict experience at home and school. Greenhaus and Beutell (1985, p.77) annotate that, "*role pressure incompatibility exists when participation in one role is made more difficult by virtue of participation in another role*". The scholars have suggested "*three major forms of work-family conflict: (a) Time-Based Conflict, (b) Strain-Based Conflict, and (c) Behaviour-Based Conflict*". Of course, based on the participants' responses all have responded based on those factors or forms of work-family conflict. This section explores the factors responsible for MAFEPST and NIFEPST dual-role conflict. The focus of this section is on what aspects teachers experience dual-role conflict. The Nvivo software has provided the figures that categorized how the transcribed and analyzed data was being presented see Figure 4.12.

##### **4.4.1 Factors of Dual Role Conflicts (FADROC)**

This section provides the main theme, factors of dual role conflict (FADROC) with three emerged sub-themes Time-Based Conflict, Strain-Based Conflict, and Behavior-Based Conflict. Each sub-theme has relevant sub-sub themes that provide answers to the above question by the participants. Below is the classification of the factors of dual role conflicts (FADROC).

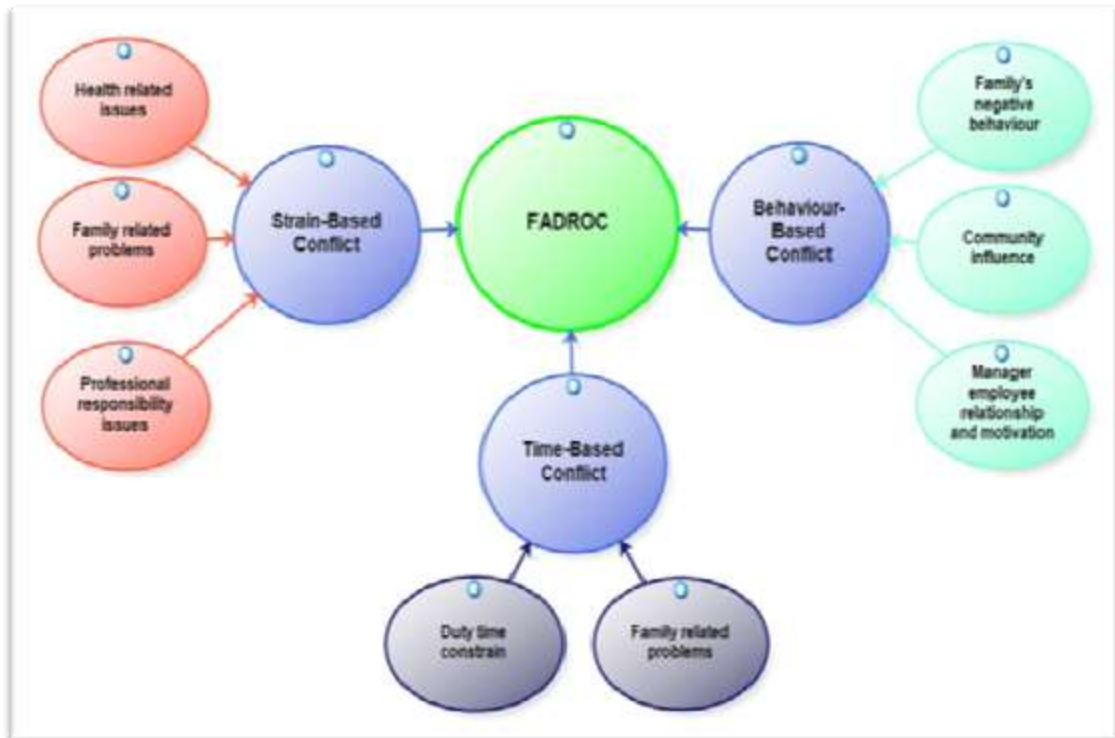


Figure 4.12. Factors of Dual role conflicts (FADROC)

#### 4.4.2 Time-Based Conflict

Time-Based Conflict is one of the sub-themes of FADROC that contained two sub-sub themes, namely: Family Relationship Problems and Duty Constraint which the participants have provided a relevant answer to the question being asked. See Figure 4.13.



Figure 4.13. Time-Based Conflict

#### 4.4.2.1 Family Related Problems

Family related problems were derived from the Time-Based Conflict a sub-theme of factors of dual role conflict (FADROC). Among the participants that responded to this issue was SAMPA 1 reveals that *“The distance between my house and the school itself is another factor. Because it is one hour drive”*. Regarding family-related problem distance from home to school is one of the sources of role conflict.

SANPA 1 reacted to that, *“Ummmh, truly the role conflict that can affect this my role is sometimes you may find your child sick and you want to go to school earlier”*. The sickness of children is another factor of role conflict as stated by this particular participant.

The delay and skipping of children breakfast is another factor of role conflict under family related issue. Considering what SBNPA 1 said, *“Sometimes my children are not taking their breakfast on time. Sometimes they skip taking the breakfast until later”*. SCMPA 3 reacts that, *“As human beings, we carry the policy of family first which restricts us and limit our duty”*. SCMPA 3 was of the opinion that, family responsibility is the first priority that restricts our time at home and was regarded as another factor of role conflict.

The fourth participant under this section responded similarly to what SCMPA 3 has just said that family responsibility come first and it restricts her duty as a teacher on many occasions. SDMPA 4 points that, *“For me, my family comes first, so sometimes it restricts my duty as a teacher”*.

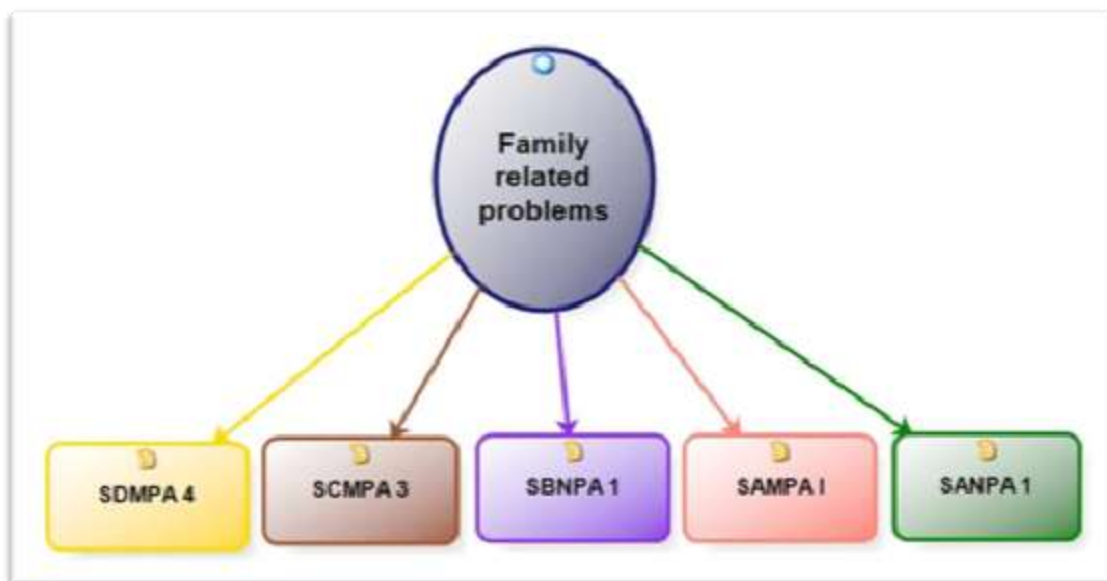


Figure 4.14. Family Related Problems

#### 4.4.2.2 Duty Time Constraint

Duty time constraints is another factor interconnected with Time-Based Conflict which of course five distinct participants reacted under figure 4.15. The first participant SAMP A 1 re-join that, *“My school asked us to produce more EC from the students, and we have to do extra classes every Tuesday”*. Doing extra class (EC) every Tuesday was considered as another duty time constraint in the work domain. Of course, school meeting is another factor that steers role conflict. *“Another factor was the school meeting after school from 2:30 to finish maybe around 5:00 pm”*.

Another participant responded, giving first priority to family responsibility, before forfeiting her time fully to work or what is referred to duty time constraint. The participant who spearheaded this opinion was SCMPA 3 responds that, *“As human beings, we carry the policy of family first which restricts us and limit our duty”*. The next participant has the similar idea with SCMPA 3. Where SDMPA 4 points that, *“For me, my family comes first, so sometimes it restricts my duty as a teacher”*.



Meaning she also has the similar idea with the former participants fulfilling her duty as a teacher family time and duty had usually become a great pressure.

Two NIFEPST participants have responded to this topic the first participant reacted that usually, she has first periods, but she must be fully committed to her work to achieve success. She always thinks about the time and activities at school as she reacted SANPA 1 discloses that, *“But I just have to tight myself very well so that I can achieve. Example, mostly I have the first period”*. Another participant responded with similar notion that school management who are in a position to produce the timetable was another factor that hampers the smooth-running of school responsibilities regarding time. SBNPA 1 interprets that, *“The factors responsible for this conflict mostly, or the management of the school, those who are responsible for making the school timetable”*.

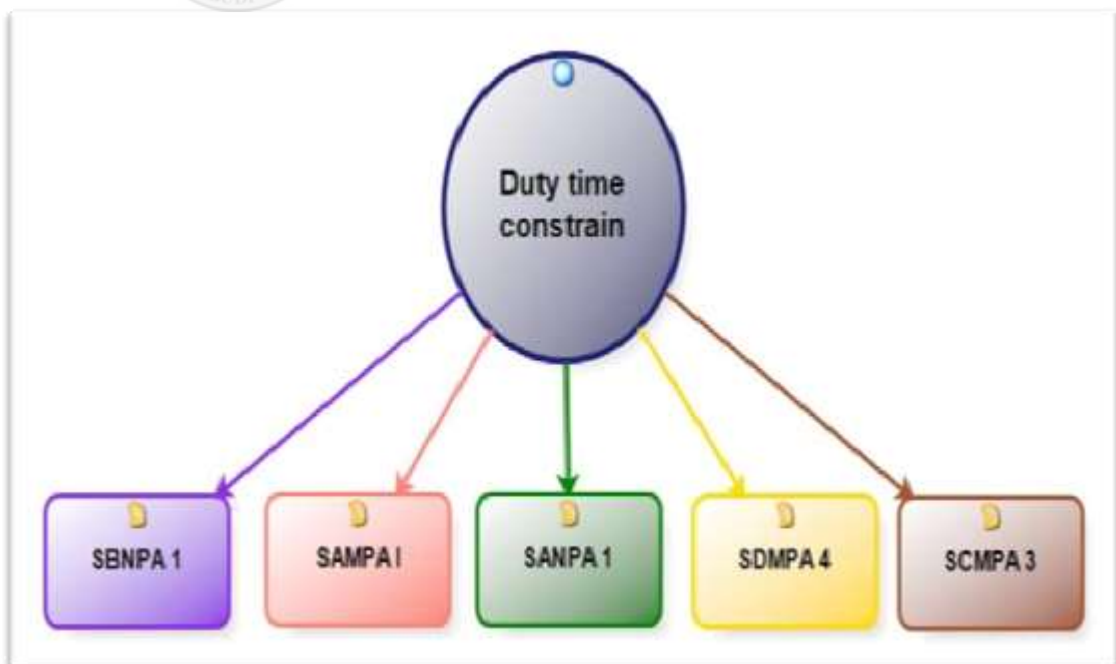


Figure 4.15. Duty Time Constraint



#### 4.4.3 Strain-Based Conflict

The Strain-Based Conflicts a sub-theme under factors of dual role conflict (FADROC) presented in figure 4.16 the categories that emerged under this umbrella are Health-related issues, family-related problems, and professional responsibility issues. In this section, the participants have responded with their sported opinion, which provides answers to what they are experiencing regarding those related issues.

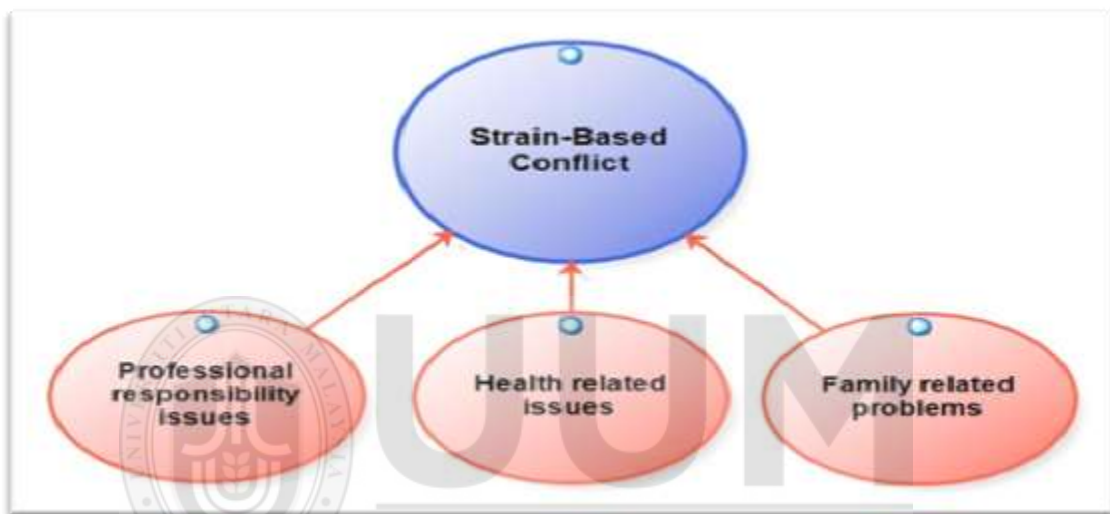


Figure 4.16. Strain-Based Conflict

##### 4.4.3.1 Family Related Problems

As part of Strain-Based Conflict, the Family-Related Problems is one of the categories that participants revealed their experience of strain related problems at home. The first participant under this section revealed that due to some stresses she encountered at home or from school, she usually finds herself unable to take care of her other half (Husband). Upon that SANPA 1 responds that *“sometimes if I noticed that I don’t give much more attention to my husband most especially in the morning”*. She added that *“truly he will start complaining that I take my job more important than my home”*. Of course, this might create a barrier between couples if care is not taken.

The pressure of home responsibilities is obvious in life. It became the order of the day that a career, a mother, and a wife for that matter has many responsibilities to shoulder at home which usually gives her tension. In this respect, SBNPA 1 was on the believed that *“Many challenges come in life, but in this case, you know a housewife has to take all responsibilities of her husband children his family her relatives and cleaners of the house”*. SCMPA 3 states that *“As human beings, we carry the policy of family first which restricts us and limit our duty”*. This indicates that the pressure encounter at home influence the performance of a female teacher at the school. In the same direction, additionally, SDMPA 4 said that *“For me, my family comes first, so sometimes it restricts my duty as a teacher”*.

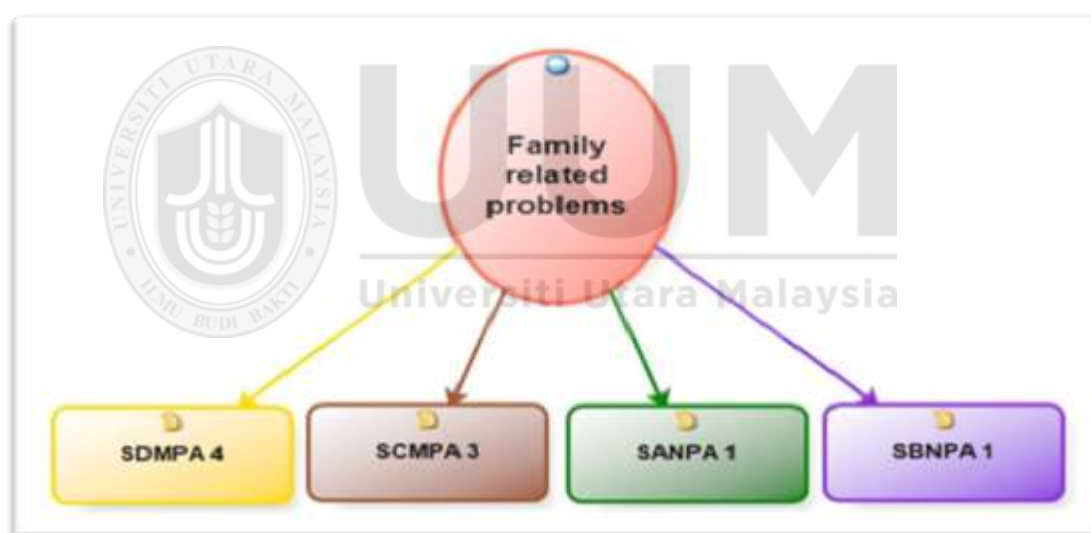


Figure 4.17. Family Related Problems

#### 4.4.3.2 Health Related Issues

Health-related issues is another important issue described by the participants. In fact, work and family responsibilities cannot be employed without comfort either physically or emotionally sound. That is why Frone, et al. (1997, p.333) view that *“employers should be concerned with family-work conflict as a source of stress in the life of their employees, and as a potential liability in terms of health care cost and*

*productivity*". Refer to Figure 4.18 participants who responded to this, especially SANPA 1 said that *"Ummmh, truly the role conflict that can affect this my role is sometimes you may find your child sick and you want to go to school earlier. Maybe my husband will not take the time to take the child to the hospital. I just have to take excuse from the school headmaster. I think this is the biggest challenges for me"*. Children, husband, and married female teacher's health are very important to all and sundry for better display of responsibilities to the dual domains.

SBNPA 2 reacts that *"One of the major factors I consider to be a problem is pregnancy. I came across many problems due to pregnancy, such as dizziness. Pregnancy makes me dizzy, especially at the early stage. This interferes with my job as becoming sluggish, I became slow in all my activities such as finding it difficult to meet up with time"*. She added that *"I became easily stressed, especially when standing in the class while teaching. I normally feel nosier sometimes when teaching. I normally feel like vomiting, which also interrupt my job"*.

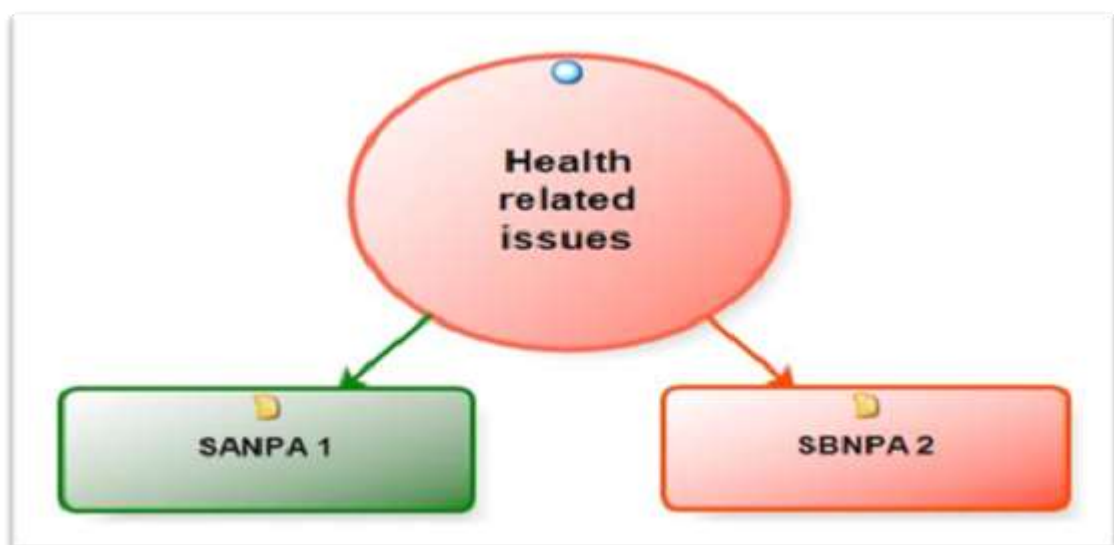


Figure 4.18. Health Related Issues

#### 4.4.3.3 Professional Responsibility Issues

The professional responsibility issues were also part of strain-based conflict a sub-theme under factors of dual role conflict (FADROC). This is a situation where participants reacted to the pressure they experience in their working place (school) refer to figure 4.19 below. SAMPA 1 points that, *“we have to do extra classes every Tuesday. We have to do extra classes begin at 3:00 pm until 4:00 pm”*. That means, she experiences pressure for doing any extra work at school because she will also fulfil other responsibilities when she reaches home. Added to that, she usually attends school meeting *“Another factor was the school meeting after school from 2:30 to finish maybe around 5:00 pm”*. SANPA 1 usually gets pressures when seeking for an excuse from the head teacher before her permission granted. *“I just have to take excuse from the school headmaster. I think this is the biggest challenges for me”*.

Many teachers experience stressed while writing a lesson plan, scheme of work, a record of work, making pupils assignment and much more. They like to teach, but that paperwork made them feel boring. SBMPA 2 was of the view that, *“The paperwork at school and changes which were ongoing in the education system”*. SBNPA 2 states that, *“Pregnancy makes me dizzy, especially at the early stage. This interferes with my job as becoming sluggish, I became slow in all my activities. I become easily stressed, especially when standing in the class while teaching. I normally feel nosier sometimes when teaching. I normally feel like vomiting, which also interrupt my job”*.



Figure 4.19. Professional Responsibility Issues

#### 4.4.4 Behavior-Based Conflict

Behavior-Based Conflict it was derived from factors of dual role conflict (FADROC). Under the Behavior-Based Conflict, there are three sub-themes that emerged where participants reacted upon in order to express their viewpoints. These three classifications include Family negative behaviour, community influence and manager-employee relationship and motivation.

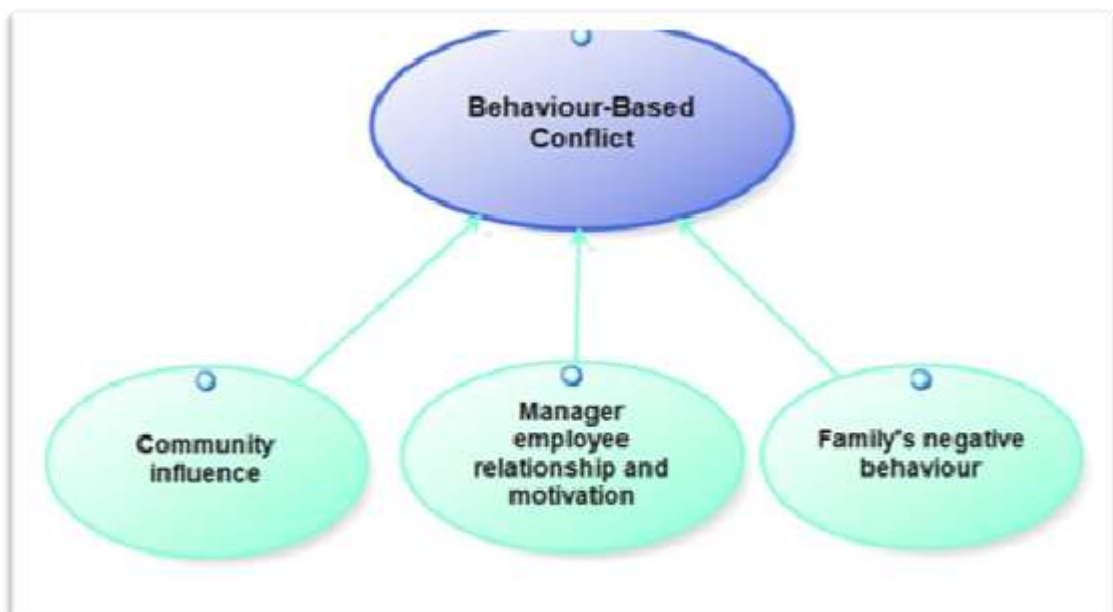


Figure 4.20. Behavior-Based Conflict

#### 4.4.4.1 Family's Negative Behavior

Such instances are seen in figure 4.21 below. The statement of SANPA1 confirmed the negative behaviour from the family member especially the husband. Usually, the workload from school is carried over to home, which makes the married female primary teacher to neglect other home responsibilities. As a result of that, her husband starts complaining. SANPA 1 said that *“sometimes if I noticed that I don’t give much more attention to my husband most especially in the morning, truly he will start complaining that I take my job more important than my home”*. In conformity with this matter, SANPA 2 reacted similarly, *“Yes, there is conflict, lack of understanding is the first one, lack of understanding with your husband”*.

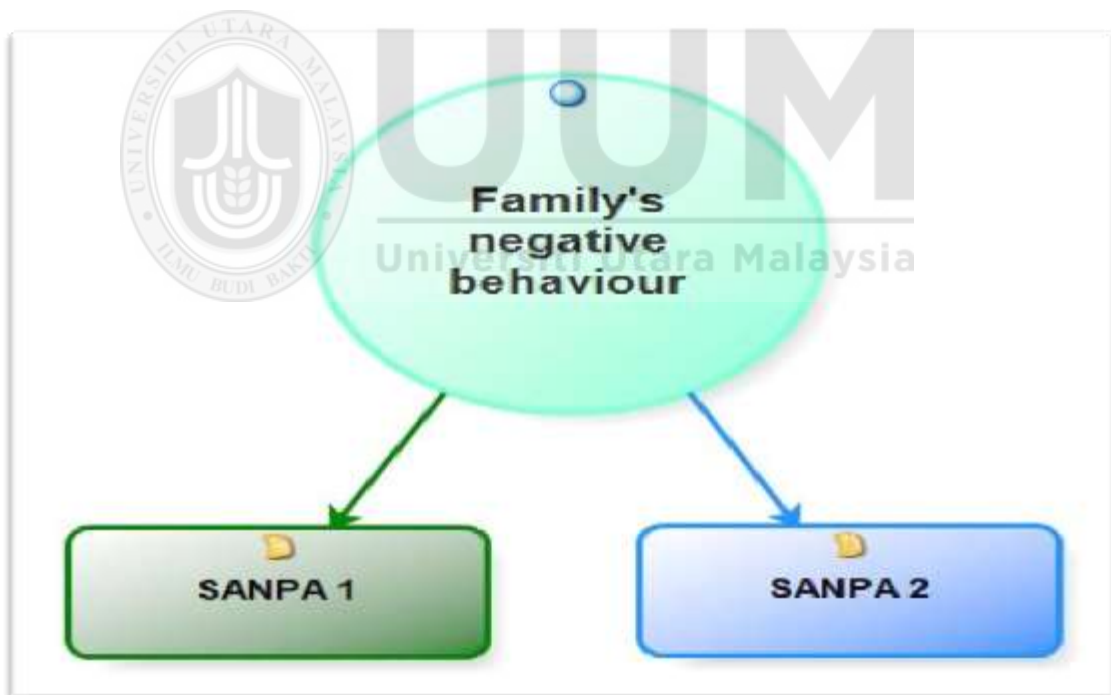


Figure 4.21. Family's Negative Behavior

#### 4.4.4.2 Community Influence

The Community Influence under the Behavior-Based Conflict is concerned with how community perceived those married female primary school teachers while exercising

their dual roles. In this regards, SANPA 2 reveals that *“Even to listen to side talks among community it can affect you or other staff to see you or care about their side talks or to make a decision”*. What this participant means about ‘side talks’ is gossiping. People around the community are gossiping about how married female teachers engaged themselves with dual responsibilities. This gossiping use to discourage married female teacher’s efforts if care is not taken. A married female teacher’s performance can be deteriorated in taking decisions regarding the dual roles she is performing. Similar points from SCMPA 3 *“The community can also make the wrong interpretation of the teachers’ role”*.

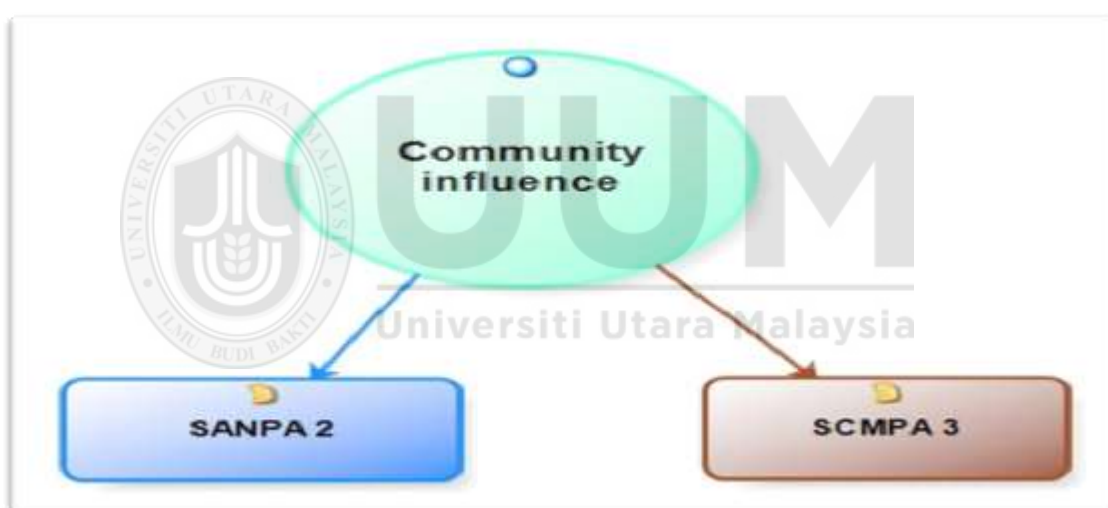


Figure 4.22. Community Influence

#### 4.4.4.3 Manager-Employee Relationship and Motivation

Manager-employee relationship and motivation are part of the Behavior-Based Conflict, seek the married female teachers to respond to the negative behaviour and motivation experience from their head teachers. SANPA 2 had this to say, *“Lack of understanding with your school headmaster bring conflict”*. Lack of good rapport with headteacher became the factor of role conflict among married female teachers. Also *“If you don’t have confidence in the work it will bring you a conflict. And the*



*financial problem, you have to set up a reliable source of income, so that you cannot have a problem here and there*". Married female primary school teachers ought to develop self-confidence on the job. They supposed to have sufficient wages to avoid being demotivated to work. SBNPA 1 *"the management of the school, those who are responsible for making school timetable. They must take a teacher into consideration when proceeding their duties because their little mistakes may lead to serious problems"*. Sometimes at school, those who are responsible for drafting the timetable can create a problem of making some clashes regarding the period. This, usually, makes teachers feel discomfort with their work entirely.



Figure 4.23. Manager, Employee Relationship, and Motivation

#### 4.4.5 Dual- Roles Time Management (DUROTIM)

Dual-roles time management (DUROTIM) is an additional element that seeks to answer the research question 2. Also, as the main theme under the general theme of this study. Participants were asked to provide answers to this important source of work-family conflict, of course, in this study the researcher usually called it role



conflicts. DUROTIM has two sub-themes among which did includes: Managing the time at home and managing the time at the School.



Figure 4.24. Dual- roles Time Management (DUROTIM)

#### 4.4.5.1 Managing the Time at Home

The evidence is found in the following extracts on whether the MAFEPST and NIFEPST were able to manage their time at home and school accordingly. SAMPA 1 responds that *“So any school work I have to do it at school and when I came home I do the housework”*. She usually manages her time at home and at school accordingly. This is contrary to what SANPA 1 reacted,

*“The time management also affect my role at home and in the school. Because if I try harder in performing my duty at home completely without complaining about my husband In order to avoid the complaining from my school too. Not much more problems with my husband as comparing the time in the morning. If you find yourself not getting the bus at the time you wanted to meet..... that also affect my job and coming from far away it took me forty minutes 40:00 minutes before I reach school”*.

SANPA 2 responded similarly that, *“If I come.... I have to go to a child nursery. I have to go there, it consumes my time, and if I come out late before I reach there I*

*have to be late again, so I get so much worried about time*". SANPA 2 said that on her way to school from home, she usually drops her child in the nursery school and it consumes most of her time going to her school.

SBMPA 2 respond that *I used my school holidays 100 percent to spend my time with my family. But during school days, I will make sure that out of the school area my 100 percent time is only for my family. Until my kids will ask me, when will I spend time with them?*

In fact, this shows that SBMPA 2 utilized her time, but from what her children were asking indicates that they needed her time most. SBNPA 1 reacts that, "immediately when I drop in my home, I will be in a hurry to finish all responsibilities of my family and start writing my lesson plan because of tomorrow's lesson. This really affects my time and role as a housewife".

SBNPA 2 responds that *"Sometimes I go to work late as I have to finish my house before going to work"*. She often, go to school late due to the tight schedules at home. SCMPA 3 responds that *"As I have to divide my time as a dedicated teacher and caring housewife sometimes I forget to keep some time for my own self"*. Every day she is busy with her duty as a worker and a housewife, but lack personal time.

Indeed, SDMPA 4 share a similar view with SCMPA 3. She commits herself with the dual-roles but doesn't have time for leisure. SDMPA 4 said that *"This shows that I only commit myself into both roles perfectly, but I do not have time to do what I prefer such as reading, watching movies and so on"*.



Figure 4.25. Managing the Time at home

#### 4.4.5.2 Managing the Time at School

In this section, participants responded by expressing themselves about managing their time at school. SAMPa 1, was able to manage her time at school and at home accordingly where she made mention that *“From the moment I meet my home from school, I made a promise that never to bring any school work back at home. So any school work I have to do it at school and when I came home I do the housework”*.

Similarly, SANPA1 responded as the first participant that she makes use of her time both in school and at home *“So I have to adjust my time before that 5:00 am. So that I will perform my duty at home and also come to school and perform my duties”*. Although, she experience difficulty with transportation from home to school. She said that *“Truly there is difficulty in terms of transportation”*. She explained further regarding the issue of transportation that, *“Less says transportation you know most of the teachers don’t have owned vehicles sometimes you may be thinking that you get to school less say Eight 8:00 am to 7:00 am in the morning due to transportation”*.

While, SANPA 2, emphasized that, *“the distance from your working place in the nursing home is very far so you have to, maybe you have to drop from your car or motor vehicle you take another one. You go far you drop, you come back. Before you find yourself the time has gone off”*.

She purposely means that: distance from home to school was far and for every day, she took her child to the nursery school, then to the school, she is working this processes usually made her waste more time before going to school on time. SBMPA 2, also explained that *“I used my school holidays 100 percent to spend my time with my family. But during school days, I will make sure that out of the school area my 100 percent time is only for my family”*.

What SBMPA 2, want the readers to understand was that she successfully use her time at home during holidays and even during school days she manages her time at home. But even with that, her children need more attention from her as she was told that, *“Until my kids will ask me, when I will spend time with them?”*

SBNPA 1, states that *“You know time is against us, but I am spending much time in school than my home sincerely speaking. I am leaving my home early in the morning and I am spending almost six 6hours before I came back home”*. That means she spent some of her time at school from all indication the time spent at school has already exhausted her energy if she went back home already she got tired. SCMPA 3, said that *“As I have to divide my time as a dedicated teacher and caring housewife”*. This shows that: she tried to utilize her time at school likewise at home, but she added that *“sometimes I forget to keep sometimes for my own self”*. She has time for work

and for home duties, but she failed to use her personal time mostly. Alike what SCMPA 3, had just said, SDMPA 4 reacted bearing the same opinion that *“This shows that I only commit myself into both roles perfectly, but I do not have time to do what I prefer such as reading, watching movies and so on”*. She too doesn’t have time for leisure apart from available time for work and family responsibilities.



Figure 4.26. Managing the Time at School

#### 4.4.6 Behavior and Stress Affecting the Performance (BESAP)

The following section explores the display of behavior from the participants, whether they are encountering some pressures at home or in the school. Besides, does the pressure they are encountering affects their performance from a particular domain to another or not. Subsequently, does the stress encountered by the participants could be manageable or not? All this section will provide with answers available. First of the hold, under behaviour and stress affecting the domain (BESAP), there are four classifications under this main theme: Display of behaviour and stress from home, display of behaviour and stress from school, the manageable behaviour of two domains and display of behaviour affecting domains.

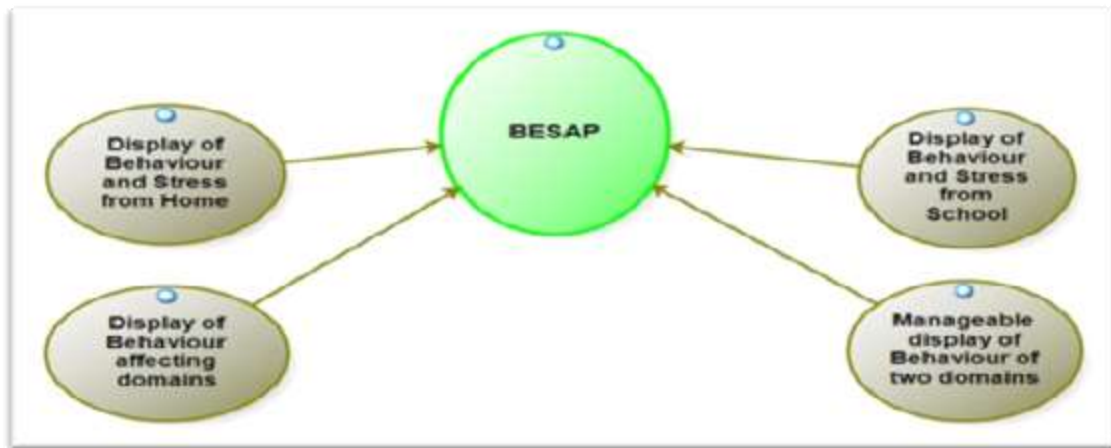


Figure 4.27. Behavior and Stress affecting the Performance (BESAP)

#### 4.4.6.1 Display of Behavior and Stress from Home

In response to the below figure 4.28 regarding the pressure that participants encountered from home to school domain two participants have responded to this SANPA 1 explains that, *“Yes, surely, that is the stress because if I try to overwork myself at home when am tired if I have the first period of the lesson I will tell my colleagues to perform the first or second period, so that I can get relief and did my lesson accordingly”*.

The participant explanation has indicated that: if she over herself at home and got tired and at the same has a first period she usually asked her coworker to use that first period for an agreed substitution. Therefore, she can have another opportunity to conduct the lesson for another period of her colleagues. While, SANPA 2, points out that, *“Yes it does, if I stressed myself at home maybe I went for occasions I get a late night, I stayed late at night. Tomorrow I know there will be, I will not have full confidence I will feel I am tired I want to sleep I feel so sleepy”*. It has become one of the behaviours of this particular participant that the moment she got stranded at home due to overwork or went for an occasion and stayed the late night, work at school will also be affected. Her performance will also be affected negatively.

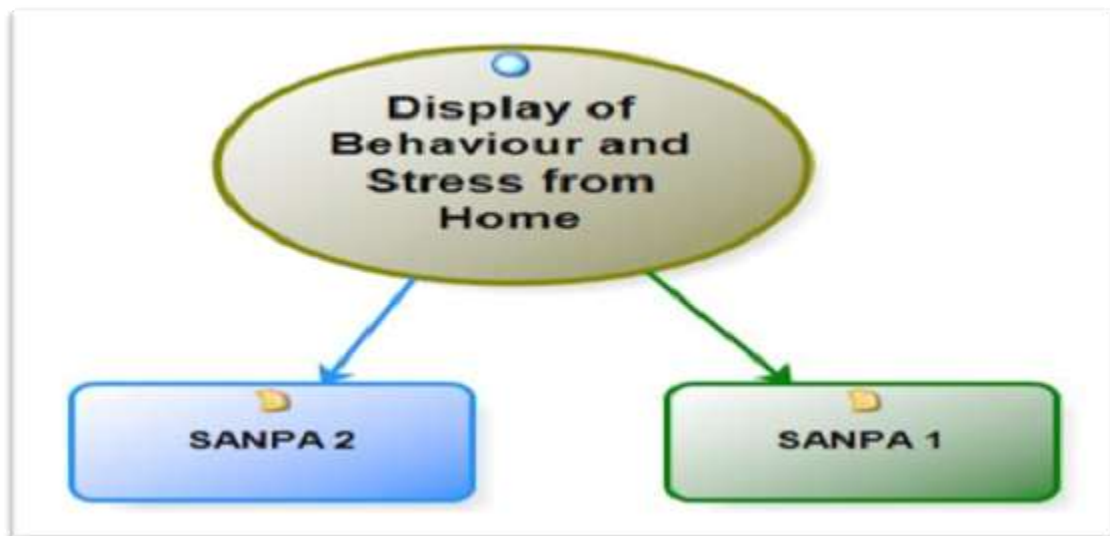


Figure 4.28. Display of Behavior and Stress from Home

#### 4.4.6.2 Display of Behavior and Stress from School

From the data, three participants have responded to the above issue, two NIFEPST and one MAFEPST participants expressed their experiences. Based on what SBNPA 1 said *“Probably, stress affects my performance at home in some cases. I cannot even visit my relatives or attending ceremonial events”*. This participant was of the view that: where she encountered stress from school it affect her performance at home. The stresses make her derelict visiting her relatives or attending some ceremonies.

SBNPA 2 explains that *“Yes, mostly the stress I encounter at school affect my performances at home. I always have some rest after school hours. So I often prepare my launch late”*. As a result of the stress she encountered at school it made her cook lunch at home very late. SDMPA 4 confirmed that *“I feel I’m more stressed in school rather than at home. The workload makes me worried that I will be tensed up and feel sick”*. In fact, SDMPA 4 believed that: her experience more stress at school than at home and she usually feels very nervous and easily fall sick.



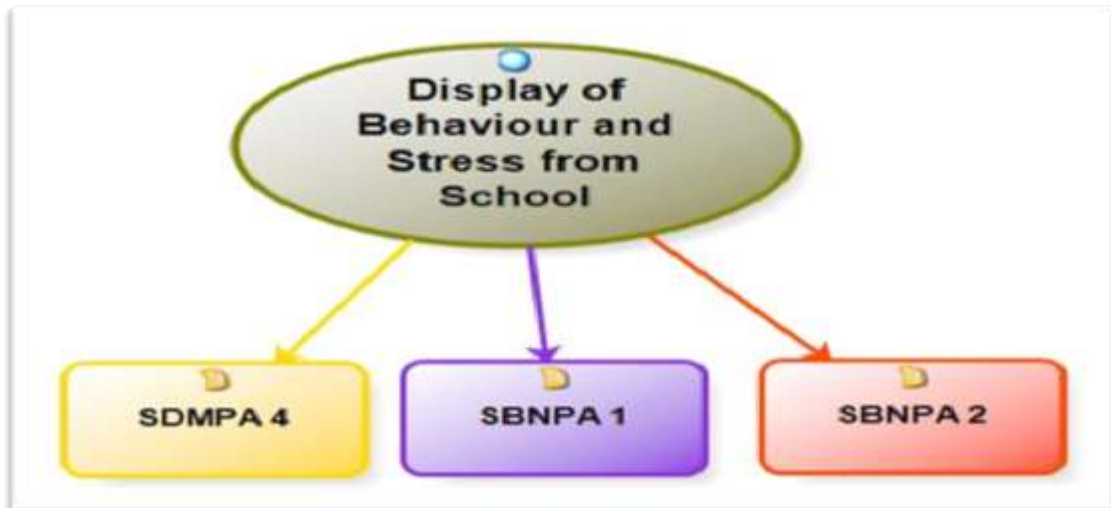


Figure 4.29. Display of Behavior and Stress from School

#### 4.4.6.3 Display of Behavior Affecting Domains

Another behaviour of a participant who was being pretentious with stressed from the dual domains SAMPA 1, reacted that, *“So sometimes it affects my performances both at school and at home”*. *SAMPA 1*, was the only participant that responded that: the stress she encountered was affecting both performances at home and school respectively.

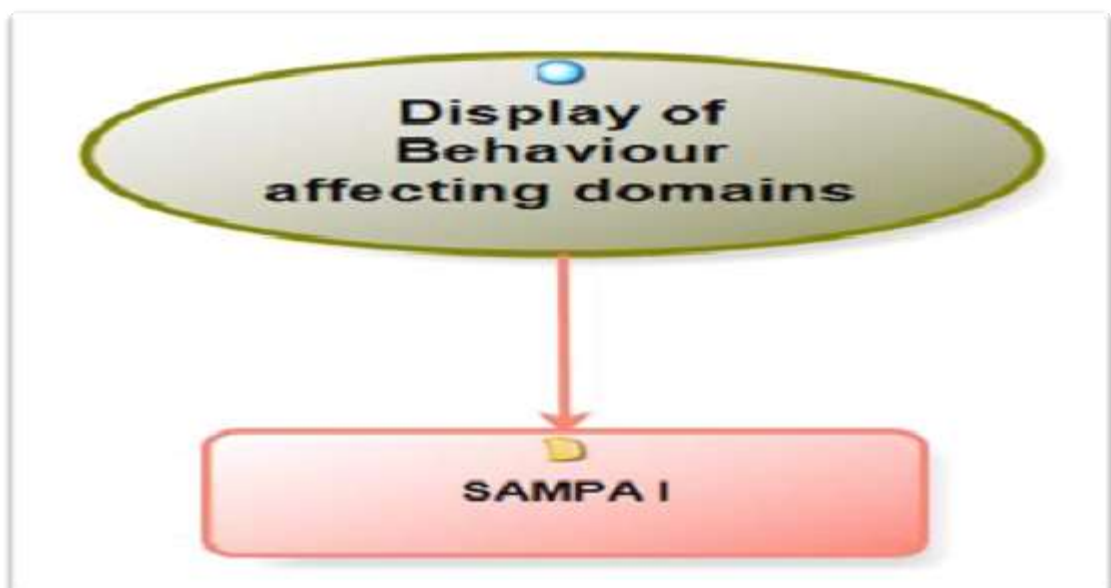


Figure 4.30. Display of Behavior affecting Domains



#### 4.4.6.4 Manageable Display of Behavior of two Domains

Two participants of MAFEPST have responded managing the dual behaviour and stress they encountered from the two domains. SBMPA 2, points out that, *“Not really, I won’t take my school problems to my house and I won’t take my house problems or my personal problems in school. So it won’t affect my performance”*. This participant was of the view that: she wasn’t encountered pressure from home to school or from school to home. This issue was being controlled by her and did not affect her performance from the dual domains. SCMPA 3, comments that *Stress always affects the performance when it gets out of hand. But by all these years of experience, there is a lot gained. I have learned to relax and do my level best to both roles doing justice to both*. That means she experienced how to balance the dual stressed and trying to strategize and cope with the situation.

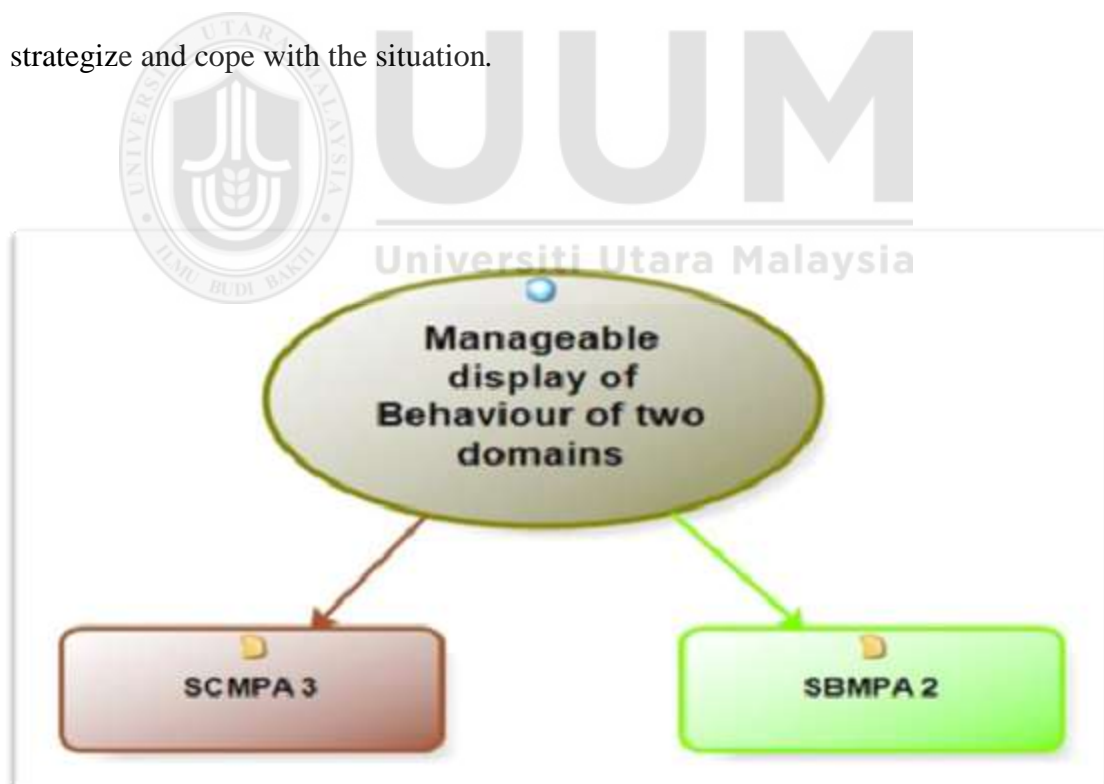


Figure 4.31. Manageable Display of Behavior of two Domains

#### **4.5 Research Question 3: What Kind of Challenges do Married Female Primary Teachers' Experiencing when exercising their Dual-Roles?**

##### **4.5.1 Challenges of Female Teachers' Dual-Roles (CHALFETDUR)**

The Above question 3, is requesting the participants to express their views on any kind of challenges they are experiencing while they are exercising their dual roles. Indeed, this gives them a good chance to disclose any additional information regarding role conflict they are experiencing.

The CHALFETDUR as part of the main theme has sub-themes under it among which did include the following: Time-Based Conflict, Strain-Based Conflict, and the Behavior-Based Conflict. These three sources of work-family conflict which were being postulated by Greenhaus & Beutell (1985) has been used to categorize the causes of role conflict into three basic factors.

Nevertheless, those three sources of role conflict have produced yet another two sub-sub themes each which also includes: Time-Based Conflict produces, Home related problems and challenges at work domain. Strain-Based Conflict also produces Strain at Home and Strain at work. Behavior-Based Conflict produces, Home related challenges and School related challenges, providing more information regarding the behaviour at home and at school respectively.

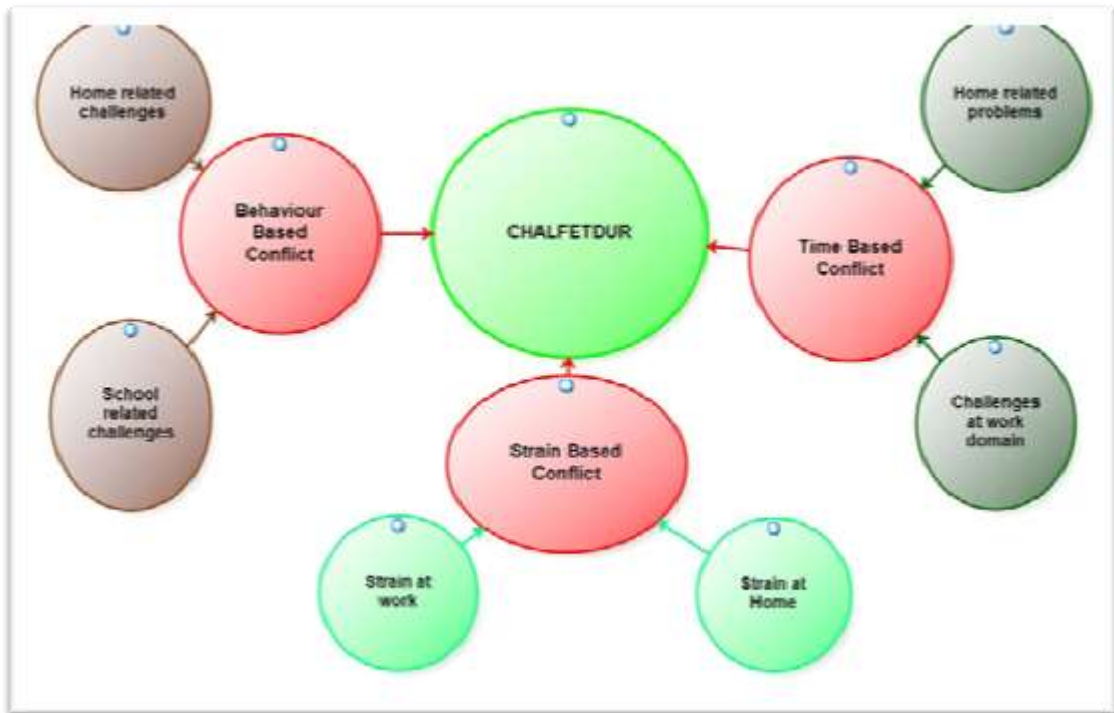


Figure 4.32. Challenges of Female Teachers' Dual-roles (CHALFETDUR)

#### 4.5.2 Time-Based Conflict

The Time-Based Conflict is consist of two classifications as having been mentioned earlier: Home related challenges and school-related challenges see figure 4.33 below.



Figure 4.33. Time-Based Conflict

#### 4.5.2.1 Home Related Problems

Based on the evidence given below four participants have reacted on home-related problems whereby two participants from MAFEPST and also two participants from the NIFEPST. SBMPA 2, states that *“Less time spent with my own family. More time spent on the school activities”*. Is part of the challenges that SBMPA 2, disclosed that she usually spends enough time at school but not having enough time at home on many occasions. But, SBNPA 1, disclosed that *“Many challenges come in life, but in this case, you know a housewife has to take all responsibilities of her husband children his family her relatives and cleaners of the house”*. She really expressed her view on spending more time at home than at school. She added that *“By the time she enters the house, she will never get a rest, but taking care of her family, especially her little baby who she has left at home since morning”*. She experiences more challenges at home.

SCMPA 3, points out that, *“We cannot be expected to give all our time to be a teacher as we play the important roles of housewives”*. She is with the believed that not to spend much time at school, but spending at home will be more important as a housewife. SANPA 2, expressed her feeling that *“all parts of my work. I have to inform my husband so that he will not feel bad or upset about it”*. Spending extra time at school, she usually informed her husband to avoid him becoming upset with her. She, also, states the *“Challenges in transportation coming from far place”*. Many times regarding the transportation issue and the distance. *“But due to transportation, I can be late after even an hour before I reached home. That makes him sometimes feel maybe I am going somewhere, it makes him upset”*. Before she reached home it took her spending more times and really her husband feel upset.

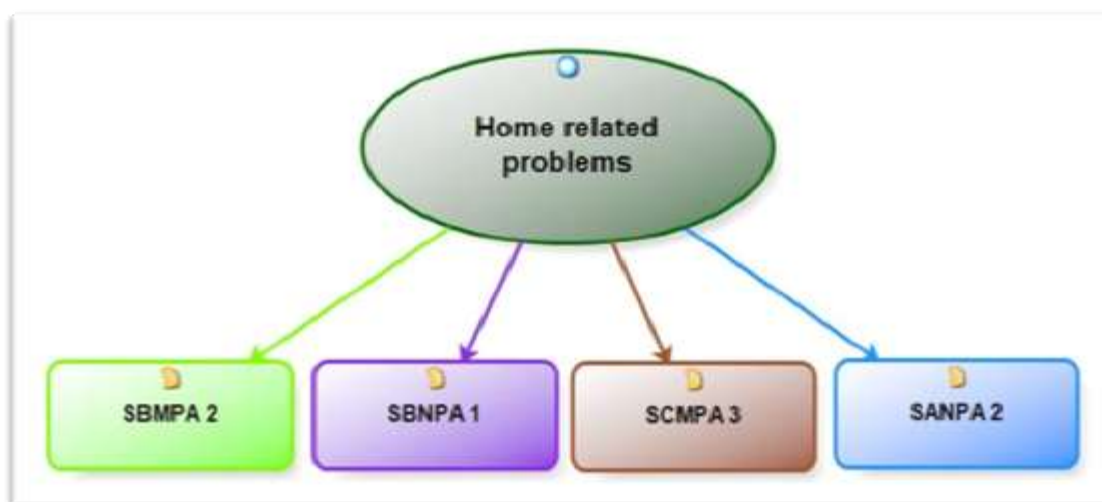


Figure 4.34. Home Related Problems

#### 4.5.2.2 Challenges at Work Domain

The married female primary school teachers also experience some challenges at their schools in relation to what has been disclosed by the three participants. Two participants of MAFEPST and one participant of NIFEPST. SBMPA 2, states that *“half the daytime we are spending on it in school. In fact, on Saturdays also we have to go to school for extra classes or for some other activities which were related to the students”*. That means she spends much time at school than at home even during the weekends they do work at school.

SANPA 2, said that *“sometimes due to unscheduled programs can happen in my working place. Maybe an emergency meeting, sometimes inspections”*. It became a challenge for her to have an unexpected meeting or school inspections. SCMPA 3, explained that *“As teachers, we should be not burdened with paperwork as it limits our concentration in teaching and making good teaching materials”*. She is experiencing writing paperwork like writing a lesson plan, the scheme of work, a record of work and other related work which usually become tasking issue. This is even affecting their concentration in classroom teaching.



Figure 4.35. Challenges at Work Domain

#### 4.5.3 Strain-Based Conflict

The Strain-Based Conflict is classified into two in this study, Strain at Home and Strain at Work.

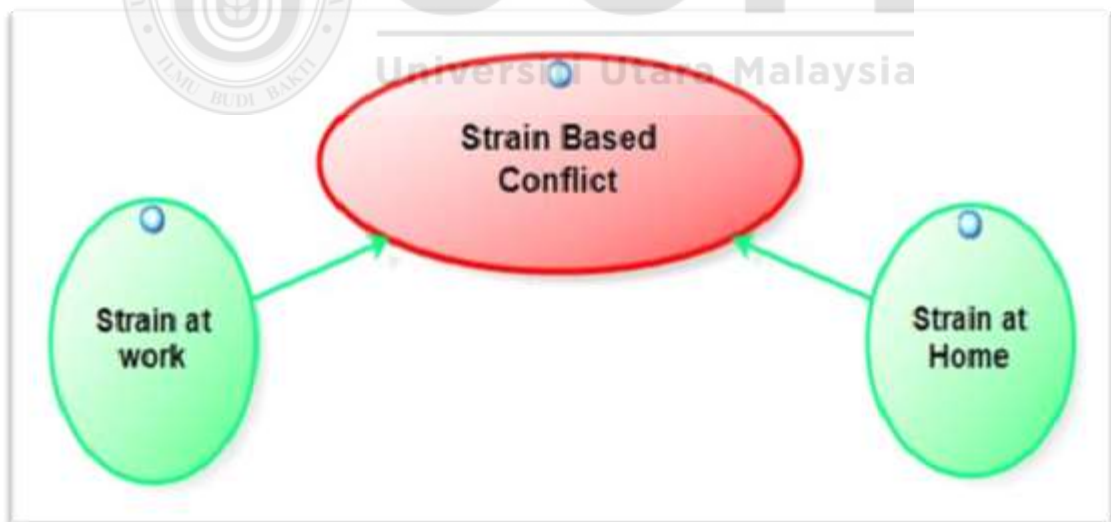


Figure 4.36. Strain-Based Conflict

##### 4.5.3.1 Strain at Home

In this section, three NIFEPST participants responded to this question. While only one participant of MAFEPST reacted to this question. SBNPA 2, explained that “*I became*

*exhausted after everyday activities because I do my roles as a housewife". She usually, became exhausted with the two roles she is performing. SBNPA 1, clarified that "teaching in primary school is very big challenging because a primary school teacher is hard to go back home from school without the stress or a headache". Is another form of challenge that this participant is experiencing due to the hectic work at school hardly to go back home without feeling headache. Even when she gets back home again, "I never get a rest, but taking care of my family, especially my little baby whom I have left at home since morning.*

SANPA 2, reacts that, *"But due to transportation, I can be late after even an hour before I reached home. That makes him sometimes feel maybe I am going somewhere, it makes him upset".* Is one of the pressures she is experiencing that: whenever she became late before reaching home her husband became angry with her this became another challenge to her. SAMPA 1, straight ahead said that *"If I got tired from school, I cannot perform good work at his".* The more she became tired at school, she cannot perform her responsibilities at home.

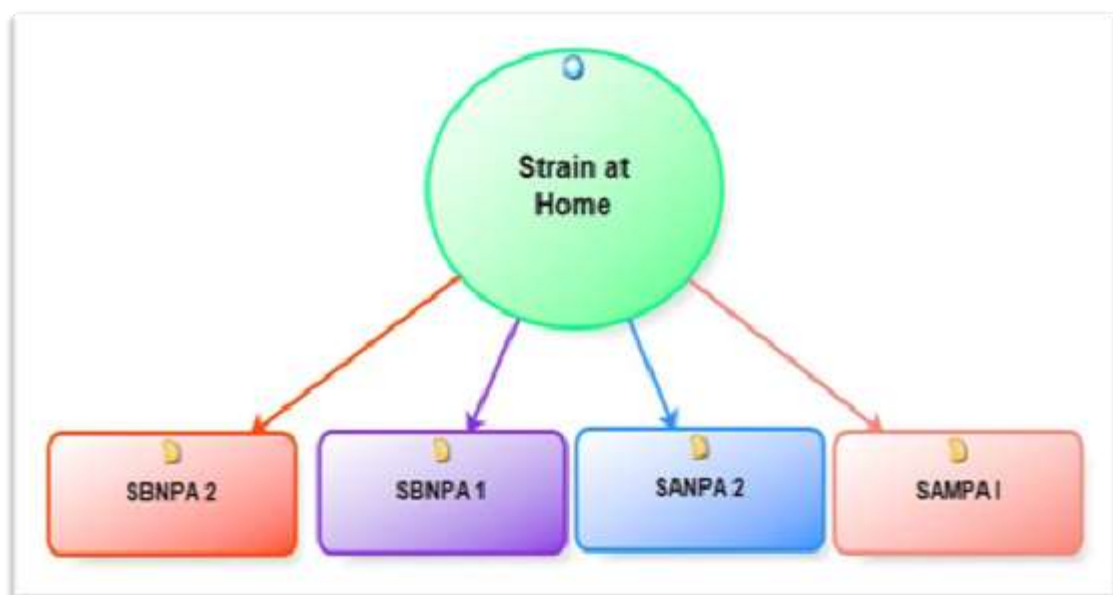


Figure 4.37. Strain at Home

#### 4.5.3.2 Strain at Work

The extract below illustrates the strain experience at work domain. Five participants have responded to the Strain they experience at work, where three of the MAFEPST and two from the NIFEPST provided the evidence of such. SBMPA 2, points that, *“on Saturdays also we have to go to school for extra classes or for some other activities which were related to the students”* She experiences challenges at school due to the having extra classes on weekends and other activities related to her pupils. SBNPA 2, proclaims that *“as a teacher every time days and weeks I became exhausted at night”*. As a teacher, she feels shattered at night.

SCMPA 3, declares that *“As teachers, we should be not burdened with paperwork as it limits our concentration in teaching and making good teaching materials”*. Paperwork, such as lesson plans, the scheme of work, records of work and much more are becoming monotonous and even retard the classroom teaching. SANPA 2, states that *“Challenges in transportation coming from far places, sometimes the headmaster feels angry”*. Apart from being upset with her husband at home, even at school the headmaster to become angry with her whenever she was late, and of course, all happens due to the problem of transportation. SDMPA 4, announces a similar challenge with SCMPA 3. SDMPA 4, said that *“I nowadays don't have much opportunity to teach, but I am engaging myself more in doing paperwork's”*.



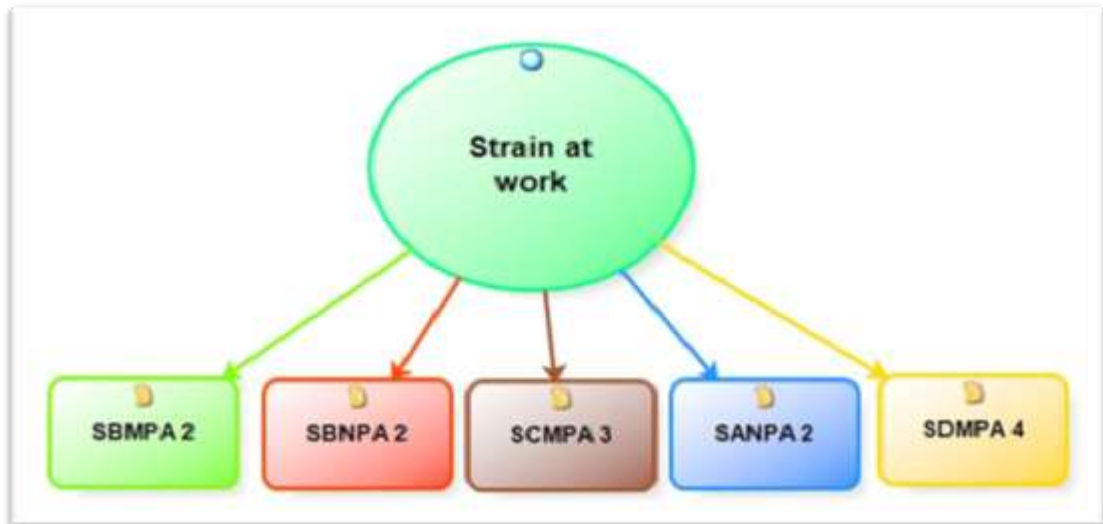


Figure 4.38. Strain at Work

#### 4.5.4 Behavior-Based Conflict

The Behavior-Based Conflict is consist of two related issues, Home related challenge and school-related challenges.

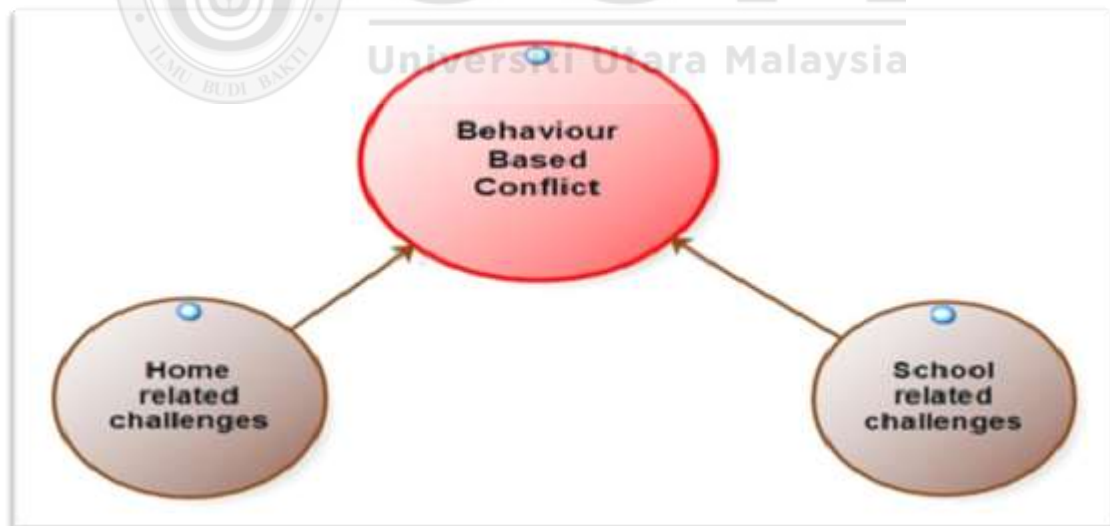


Figure 4.39. Behavior-Based Conflict

##### 4.5.4.1 Home Related Challenges

The following section presents the home-related challenges as part of Behavior-Based Conflict, two participants have responded to this issue and were all NIFEPST

participants. SANPA 1, reacts that, *“But the most challenges am facing now at hand is the complaining of my husband about where I leave my little baby”*. Leaving her baby at home made her husband make complaint indeed. In addition, *“I dislike coming to work without my baby is breastfeeding”*. She dislikes coming to school leaving her baby as a breastfeeding mother.

SANPA 2, said that *“Maybe an emergency meeting, sometimes inspections, some crisis at school. What I believe is all part of my work. I have to inform my husband so that he will not feel bad or upset about it”*. Regarding the issue of an emergency meeting at school after school or during weekends or any chaos at school, she usually notifies her husband for better understanding to avoid feeling angry with her. Added to that, *“That makes him sometimes feel maybe I am going somewhere, it makes him upset”*. SANPA 2, is experiencing challenges wherever she was late coming back home, he becomes upset whether she went somewhere after going to school.



Figure 4.40. Home Related Challenges

#### 4.5.4.2 School Related Challenges

The evidence is found in the following extracts on the School related challenges are under Behavior-Based Conflict. Three participants responded to this related challenge

comprising two NIFEPST and one MAFEPST participant that discussed the challenges they are facing at school. SDMPA 4, states that *“Many courses and new implementation is coming up which limits ourselves in teaching”*. Which means that: she is facing challenges with the advent of excessive change of new policies or curriculum which as a result of that they were much procrastinated in displaying their duty for such changes.

While SANPA 1, explains that, *“You know as a nursing mother, so where I leave the baby before coming to school and even I myself I dislike coming to work without my baby is breastfeeding”*. She usually left her child she is breastfeeding at home or somewhere, does that make her feel discomforted. She also added that *“But the problem is that I cannot afford to pay someone. Even when I needed more support money that is the big challenge”*. The money she is earning cannot be enough for her to pay a maid who will take care of her child due to the insufficient salary she is receiving.

SANPA 2, reacts that, *“sometimes due to unscheduled programs can happen in my working place. Maybe an emergency meeting, sometimes inspections, some crisis at school. What I believe are all part of my work”*. At times, unscheduled programs like an emergency meeting in the school coming of inspectors or some problem happened at school which needs urgent from us all these form part of the challenges I am experiencing in a nutshell.



*Figure 4.41. School Related Challenges*

#### **4.6 Research Question 4: How do the Married Female Teachers Cope with the Dual-Role Conflicts?**

The MAFEPST and the NIFEPST participants have endeavoured to answer the above question. Having been experiencing multiple role conflicts, it is obviously married female primary school teachers cannot do away with role conflict entirely. But certain measures of coping strategies have to be taken to overcome excessive role conflict. As a result, those married female teachers who sacrifice their time and energy to teach our younger ones might feel not recognize and not being motivated to teach effectively. Below section of this research provides with how the married female primary teachers reacted to the above relevant question.

##### **4.6.1 Solution to Multiple-Role Conflicts (SOMROC)**

The below figure 4.42 provides two sub-themes under solution to the multiple role conflicts, namely: Solving Issues regarding the home domain and solving issues regarding the work domain that is the school. This is also being considered as the coping strategies on solutions to dual roles conflict experiences among the married female primary school teachers.

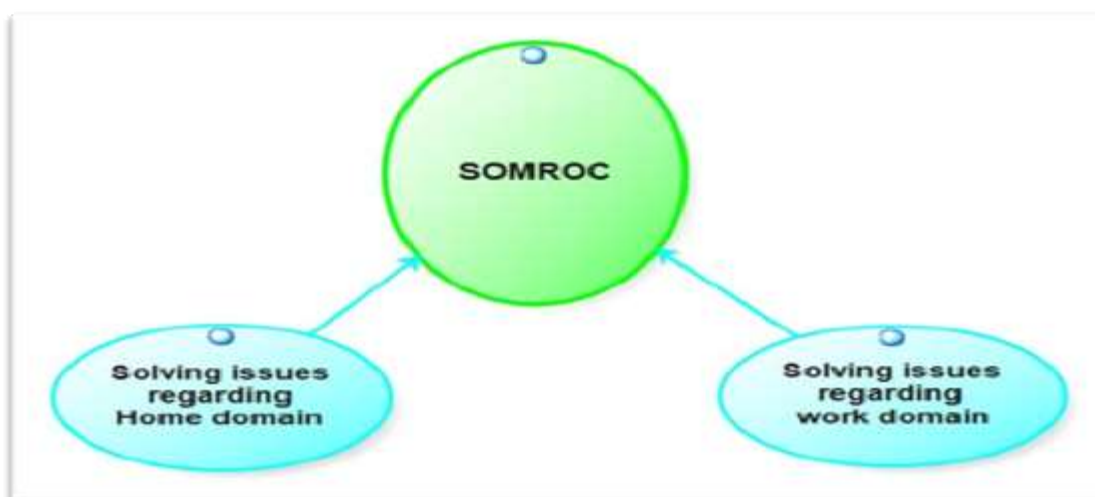


Figure 4.42. Solution to Multiple-role Conflicts (SOMROC)

#### 4.6.1.1 Solving Issues Regarding Home Domain

The following section presents the extracts on how the MAFEPST and the NIFEPST responded to the solving issues regarding role conflict at home. SBNPA 2, explains that *“The solution here is to devote the roles as a housewife”*. Her intention was to dedicate herself again, to the home responsibilities as a housewife. She added that *“I have to do the housework on time before going to work and continue to face the challenges with the hard work and perseverance”*.

While, SCMPA 3, reacts that, *“It is how you decide to do the role and now well to adapt to both”*. She made the issue an optional that anyone can decide to act in a good manner to acclimatize with the dual roles. SBMPA2 points out that, *“I love my family more than that. I have a wonderful husband who is able to understand my situation as a teacher, a mother also a wife”*. This participant has witnessed how she loves her family and she believed that her husband is able to understand her role as a wife, a mother and also a teacher for that matter. Secondly, She Also believes that *“straight away speaks out our problems will be able to overcome the conflict”*. Whenever she

was confronted with any problem at home, she will straightforward, disclose it and find the way out as the case may be.

SANPA 2, explains that *“At first, I have to space my birth so that I have enough time for my job”*. One of the coping strategy to role conflict experience at home was for her to make a break for having a pregnancy. Secondly, *“I have to have a handful hand with my husband”*. She also needs support from her husband. Thirdly, *“to have a good resource for the transports. So that I will not have anything that will lead me to be discouraged in my working place so I don’t have a reliable source of income or any reliable source of transportation this is discouraging me”*. This participant needs to get the support of having a good medium of transportation from home to the workplace. From all indications, her salary was not sufficient to cater her monthly cost.

SANPA 1, responds that *“Well, the way I think in adjusting to solve all these problems is I will try my best to adjust my time by waking up early as I said before in order to finish my work at home”*. Part of the solution and coping strategies of role conflict at home, this participant has concluded that she would try her possible best to wake up every day as early as possible for her to finish the home responsibilities before going to work. Secondly, she added that *“I will just call up the attention of my husband to know the importance of this job to our family. “To obey the husband and give the advice to know the importance of my job”*. She will also, going to advise her husband on the importance of her job to them, with the utmost compliance and respect. SANPA 1, views that *“sometimes I do have to bring the work to home and maybe I cannot chat with my friends and focus on my work”*. As part of the solution,

SAMPA 1, who earlier pronounced that, she will not bring any work from school to home. But now she thinks she can to show her dedication to work. She elaborates that, *“I have to learn to prioritize things, learning what is important to me”*. She wants to encourage choosing the best things she can do, and consider what is more important. Thirdly, she further said that *“I have also had a good relationship with my children and husband”*.

SBNPA 1, explains that *“to stand strongly with my family as a housewife. I am intending to do all these necessary arrangements of our breakfast at night so that when I wake up early in the morning I can finish all my duties in time in order to go to school on time”*. Similar to what SANPA 1, has said, SBNPA 1, will keep doing the necessary responsibilities early at home before going to school. She admits that *“Now I am living happily with my family”*. And she added, *“My advice to my husband, he has to add patient and encourage me in my job”*. SDMPA 4, pronounces that, *“I feel I Am doing great while balancing both my roles”*. That means, she feels great satisfaction when she balances the dual roles. She lastly advocates that *“I love both my family and my job”*. She loves her family and her job.



Figure 4.43. Solving Issues Regarding Home Domain

#### 4.6.1.2 Solving Issues Regarding Work Domain

Eight respondents of MAFEPST and NIFEPST have also responded on how to solve or cope with the role conflict in the work domain. SBNPA 2, states that *“As a teacher should be upkeep. And I have to do the housework on time before going to work and continue facing the challenges with the hard work and perseverance”*. As far as she is concerned, she will be diligent in her work as a teacher to do the housework on time before going to school and ready to face the role conflict challenges. Considering the SBNPA 2, 10-15 years of teaching experience, proper some coping strategies regarding work role conflict, she wants to maintain the culture of time management from home to work and work with dedication.

SCMPA 3, responds that *“It is how you decide to do the role and now well to adapt to both”*. That means it depends on how a person can acclimatize the dual role to the best of his or her ability. She added that *“Love your job never neglect your family”*. She advised teachers to do their work with love and never abandon family responsibilities. SCMPA 3 with her 10-15 years of teaching experience, is ready to cope with the situation of work role conflict. Love her job and caution not to neglect her family responsibilities.

SANPA 1, said that *“to solve all these problems is I will try my best to adjust my time by waking up early as I said before in order to finish my work at home. I would be coming to school early to perform my duties”*. That is what SANPA 1 was just saying, similar to what SBNPA 2 has said, SANPA 1 would try my possible best to wake up as early as possible to finish the home responsibilities on time then proceed to school and discharge her duty. Secondly, she added that *“and also learn how to obey*



*whatever say by the headmaster. I learned whatever say from the headmaster in order to obey him or whatever the rule is I just have to obey*". She would also abide by the rules and regulations as a worker. Thirdly, she also, agree that *"as a female teacher there are little things I just have to avoid. Lets say, for example, taking unnecessary permission for going to naming ceremonies, the wedding should not be involved during the school hours"*. She will avoid taking unnecessary permission mostly during working hours.

SANPA 1 with her 5-10 years of teaching experiences will keep on with good time management from home to school and ready to abide by all school rules and regulations and avoid taking unnecessary permission from the school management.

SAMPA 1, reacts that, *"First thing is I have to have a better time management skills and sometimes I felt to do that. Because there are many works to do in school"*. She will manage her time well, even though there is too much work at school. Again, she said that *"I have a good relationship with teachers at my school with the students and the principal"*. Although she has a good relation with her fellow colleagues' workers, she will still encourage that. SAMPA 1 with her 5-10 working experiences ready to consider good time management and have a cordial relationship with her colleagues.

SBNPA 1, explains that *"I have to work very hard so that I can abide by the rules and regulations governing the school"*. Similar to other participants SBNPA 1 want to abide by the rules and regulations of the school. She added that *"I am intending to do all these necessary arrangements of our breakfast at night so that when I wake up early in the morning I can finish all my duties in time in order to go to school on time"*. She will also, wake up on the time early morning and prepare to reach school

on time. *“My advice here to the school authority is by giving the married female teachers' certificates of recommendations in order to encourage them”*. This participant suggested that school administrators should encourage married female teachers through the motivation of giving out certificates of commendation to those who dedicate themselves to their teaching job. SBNPA 1 with her 15-20 years of teaching experiences agree to utilize her time as part of coping strategies to work role conflict

SANPA 2, responds that *“At first, I have to space my birth so that I have enough time for my job”*. For her to reduce the role conflict she promised to control the giving birth to many children. She indeed response that, *“I will feel happy and I will have confidence in the two of them”*. SANPA 2, with her 10-15 years of teaching plan to make space in giving birth to children for her to adjust and plan for herself.

SDMPA 4, states that *“I feel I Am doing great while balancing both my roles and my time management is good enough to solve the problems. I love both my family and my job”*. SBMPA 2, reacts that, *“I love my profession”*. Similar to what SDMPA had just stated. Also, she added, *“straight away speaks out our problems will be able to overcome the conflict”*. SBMPA 2, has agreed to voice out where the problem exists as part of the coping strategies to dual role conflict. SDMPA 4 with 10-15 years of teaching wanted to cope with the issue of time management and love her profession.

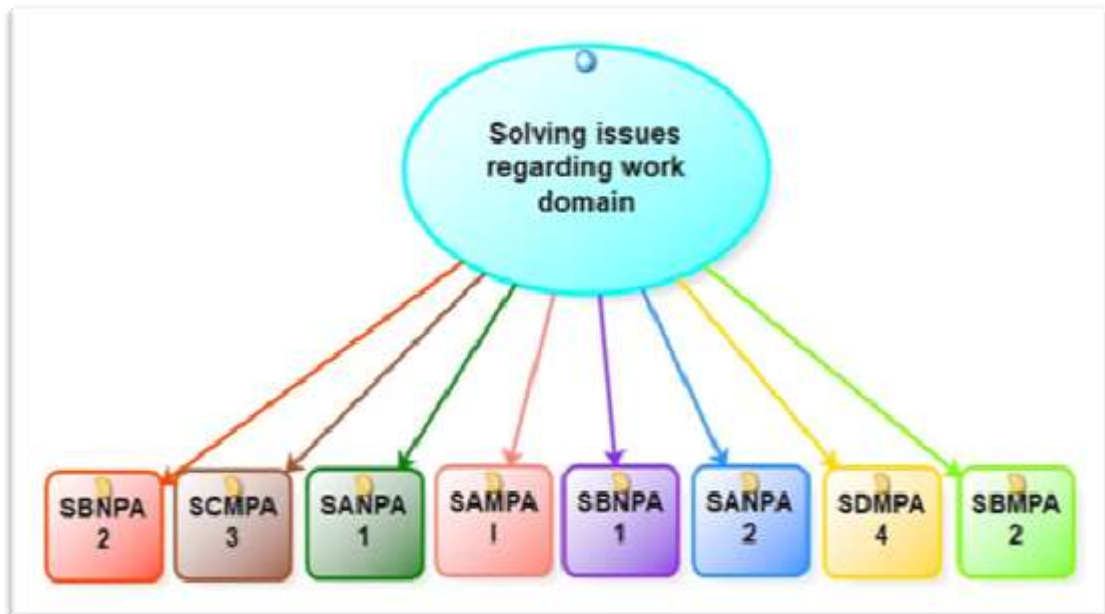


Figure 4.44. Solving Issues Regarding Work Domain

#### 4.7 Summary of Research Findings

In this chapter, based on the interview being conducted, transcribed, and coded with themes using Nvivo software 2010, the key findings are reported which provide a general impression of the research. The outcomes of the interview conducted have also resolved the four research questions regarding a multiple case-study of role conflicts among Malaysian and Nigerian married female primary school teachers. Furthermore, the basic findings have been organized under the research questions arranged below.

***Research Question 1: What are the kinds of role conflicts experienced by the married female primary school teachers in Malaysia and Nigeria?***

Regarding this particular question, the findings indicated that four participants of MAFEPST and the NIFEPST have concluded and harmoniously responded having to experience family role conflicts. In contrast, three participants of MAFEPST responded having work role conflict, while only two NIFEPST reacted had

experienced work role conflict. One MAFEPST responded having greater satisfaction with the teaching profession. Regarding work role conflict the researcher has discovered from both MAFEPST and NIFEPST are experiencing work role conflict and is based on individual because having many years or less doesn't indicate having a much work role conflict based on what the researcher has discovered from both participants.

***Research Question 2: What are the factors responsible for married female teachers' role conflicts?***

In relation to this question, the MAFEPST and the NIFEPST have evidently confirmed their experience regarding the factors or sources of dual role conflicts they are experiencing both at their homes and in their working places. Indeed, Greenhaus & Beutell (1985) have made mention those sources of work-family role conflicts. Those sources include the Time-Based Conflict, The Strain-Based Conflict, and the Behavior-Based Conflict.

To answer the above research question, in this research, the factors of dual role conflict (FADROC) has to be taken into cognizance. The factors of role conflict have been classified into three distinct sub-themes, namely Time-Based Conflict, Strain-Based Conflict, and The Behavior-Based Conflict. Under the Time-Based Conflict which was classified into two sub-sub themes, namely the family-related problems and the duty time constraint. In an attempt to present what the participants responded regarding the family related problems five participants responded, including the three MAFEPST and two other NIFEPST responded having to experience family-related problems.

The results have found MAFEPST with the common pattern of experiencing family related problems. While The NIFEPST with the list pattern of having the two participants as the results has shown. To summarize what the MAFEPST responded in relation to family related problems they complained about the distance from home to school as a problem that hinders their work from home to school. Furthermore, other complained about giving priority to home restrict their duty from home to school in a nutshell. Similarly, the other two participants of NIFEPST responded to the sickness of the child was another problem related to home. While another participant among the NIFEPST complained about not giving breakfast to her children on time. The Results had shown that MAFEPST has responded commonly with three participants while the NIFEPST with the only two participants. Similar to the duty time constraint has also found three participants among the MAFEPST with the common pattern than the NIFEPST having two participants reacted having duty time constraint.

The Strain-Based Conflict has three sub-themes namely, family related problems, health-related issues, and the professional responsibility issues. Based on the results from the participants who responded to the first sub-theme, the family related problems both MAFEPST and the NIFEPST have two participants each responded having a strain at home. The MAFEPST complained about how home responsibilities restrict them to perform well at school on some occasions. While the NIFEPST responded that they were not giving much attention to the husbands and the family members due to school works. But regarding the health-related issues, only two NIFEPST complained about the sickness of the child which become a great barrier to them at home. Other NIFEPST participant complained about the stress she is having

during pregnancy period both at home and school she is experiencing dizziness, noisier, vomiting and serious discomfort during classroom teaching.

The results regarding the professional responsibility issues have been found that both MAFEPST and NIFEPST has two participants each having stress at school. The third factor that is the Behavior-Based Conflict which has indeed categorized into three, family's negative behaviour, community influence, and the manager-employee relationship, and motivation. The results found under the family's negative behaviour only two NIFEPST responded having negative behaviour. But participants of MAFEPST did not respond to that issue.

On the issues regarding community influence, two participants among the MAFEPST and NIFEPST reacted to this issue. Where both the two participants disclosed the manners that community member around them was gossiping about the female teachers engaging themselves in dual responsibilities. With regards to the manager, employee relationship, and motivation, only two NIFEPST reacted to having the same problem associated with the school authorities of their lack of good understanding with the female teachers. Most times the head teachers did not consider the role of female teachers as mothers, as well as a housewife. Furthermore, the head teachers don't consider the issue of distance or transportation failure among teachers on their way from home to school.

Another additional supports to answer the research question 2, the dual role time management (DUROTIM) was the other point that really concern about time management issue among married female teacher dual roles. In relation to the dual

role time management, two sub-themes have emerged, managing the time at home and managing the time at school.

The four MAFEPST participants responded having managing their time at home. While contrary to the NIFEPST responses which their responses proved to be opposite to what MAFEPST have articulated. The four NIFEPST responses shows that they were unable to manage their time at home due to much home responsibilities as a result of the pressure of work from their schools, including the preparation of breakfast at home before going to school, carrying of child from home in the morning to the nursery school, writing of lesson plan at home before going to school. All those responsibilities were becoming a barrier to managing the NIFEPST time management. In relation to the managing the time at school, the four MAFEPST responded managing their time at school, only two among the four responded the manage both their time at school but they don't have enough personal time for pleasure every day they were engaged in either home or school responsibilities. Contrary to NIFEPST school time management three participants responded that they are having problems of transportation from home to school, the distance from home to school was very far distance and the other one complained about being exhausted at school before going back home.

Another important issue has been asked as an additional answer to support the research question 2, was the issue of behaviour and stress whether it affects the performance of the female teachers from both domain known in this research as (BESAP). In relation to the behaviour and stress affecting the performance, four sub-themes have emerged to answer this issue from the participants. First, there is the

display of behaviour and stress from home, display of behaviour and stress from school, display of behaviour affecting the domains, and the manageable display of behaviour of two domains. Regarding the display of behaviour and stress from home two NIFEPST have reacted whenever they overwork at home or doesn't sleep early at night surely that affect their performance when they reach school they find themselves unable to perform better.

Regarding the display of behaviour and stress from school two NIFEPST and one MAFEPST responded to this issue. From the NIFEPST responses that the workload from school makes her not to attend some ceremonies and relative visitations. Other complained about not preparing lunch on time due to the excessive work at school and time constraint. One MAFEPST responded that the stress she encountered at school due to the hectic work make her fall sick on many occasions makes her not to perform well at home. In relation to the display of behaviour affecting the domains, one MAFEPST responded that many times she encountered both stresses affect her performance both at home and school respectively. Manageable display of behaviour of two domains, this is concern about managing the two domains pressures. Regarding this, two MAFEPST participants reacted that they usually manage the two pressures they encountered while coping with the situation as such.

***Research Question 3: What kinds of challenges do married female teachers experiencing when exercising their dual roles?***

In response to this particular question, nevertheless, the challenges of the married female teacher's dual roles (CHALFETDUR) was studied based on the three forms of work-family conflict including the Time-Based Conflict, Strain-Based Conflict, and



the Behavior-Based Conflict which were also used to categorize related themes to answer the research question 3. The idea behind this was to create yet another strategy in finding out female teachers' role conflict experience. Under the Time-Based Conflict, other sub-sub themes emerged which did include home related problems and challenges at work domain.

In relation to home-related problems, two MAFEPST and two NIFEPST responded having challenges at home similarly. The two MAFEPST responded experiencing challenges of spending less time at home and more time at school. Likewise, the two NIFEPST were complaining about wherever she enter home she will not have rest but taking care of her daughter and other home responsibilities vested in her. The other participants had disclosed that spending extra time at school and the issue of transportation from school to home due to the distance make her husband be angry with her. Regarding the challenges at work domain, two MAFEPST have reacted having challenges at the school of doing the extra classes and writing paperwork. While one NIFEPST was complained about having an emergency meeting at school or inspection in most cases took her time late before going back home.

The Strain-Based Conflict has also been categorized into two sub-sub themes, the strain at home and strain at work. Looking at the strain at home, three NIFEPST and one MAFEPST responded in which one among was said it would be very uncommon to return back home from school without having a headache it becomes obvious to her. The other was complaining about the challenge of distance from home to school and transportation obstacles. While the MAFEPST complained about whenever she was exhausted from school she feels sluggish and unable to perform well at home.

Strain at work is another challenge that five participants engaged with, where three MAFEPST and two NIFEPST has complained upon. The three MAFEPST responded to having a problem with doing extra classes and writing paperwork. The two NIFEPST complained about becoming exhausted at school with the workload and the headmaster became angry due to her late coming to school on time as a result of the far distance from home to school.

Behavior-Based Conflict, the sub-sub themes of this are two including home related challenges and school-related challenges. The home-related challenges are concern about the behaviour of female teachers with their families. It was found that two NIFEPST complained about husband was criticizing her while she left her child at home. The other participant revealed that her husband was not feeling comfortable with her if she happened to be late for work going back home. Regarding the school-related challenges, evidence has proved that three NIFEPST and one MAFEPST were reacted on this issue where a MAFEPST complained about instant new changes and implementation usually limits her display of duty at school. While on the contrary, two NIFEPST responded other have complained about the neglect of her child at home without breastfeeding the child. Other complained about spontaneous meeting and inspection at school makes her become discomforted with her work on many occasions.

***Research Question 4: How do the married female teachers cope with the dual-role conflicts?***

In response to the above research question, the main theme is known as a solution to multiple role conflicts (SOMROC) and also coping strategies to dual role conflicts.

Two sub-themes were emerged from the main theme namely solving issues regarding home domain and solving issues regarding work domain. With regards to the solving issues at home, all the eight participants of MAFEPST and the NIFEPST have responded to this research vital issue. In summary due to the vastness of responses from the participants only main points would be obtainable. A NIFEPST reacted that she will dedicate her efforts to use her great time accordingly at home and prepared early to go to school at an appropriate time. Again in order to proper coping strategies to the role conflict at home, one NIFEPST made a promise to control her multiple births in order to have a rest and deliver her vested responsibilities at home without having many challenges. In the similar vein, the MAFEPST had made a promise to continue loving their family and dedicated to their profession as well.

Solving issues regarding the work domain similarly, eight participants of MAFEPST and the NIFEPST reacted to this issue. Comparable to the responses of solving issues in the home domain, one of the NIFEPST was believed to have worked diligently and with perseverance. While the majority of the MAFEPST displayed a strong love for their family affairs and love their work accordingly. Others agree to speak out where the problem persists in order to avoid future occurrence and balance the dual roles for better work-life balance. Regarding some coping strategies on work role conflict, the participants of both MAFEPST and the NIFEPST have made it clear that they will try all their best to maintain the culture of good time management from home to work for effective display of their duties.

#### **4.8 Summary of Chapter Four**

This chapter has presented a chain of analysis of the transcriptions of the interview data using the Nvivo software analyses. The results from the research instrument through the interviews showed that the married female teachers' role conflicts were mainly as a result of three main factors that is the Time-Based Conflict, Strain-Based Conflict, and the Behavior-Based Conflict as being postulated by Greenhaus & Beutell (1985). Under those itemized factors, many sub-themes and sub-sub themes have emerged. The findings from the interview conducted among MAFEPST and the NIFEPST indicated that role conflict experience is directly either from home or from school as being clearly articulated by the participants.

Based on the findings there is quite a number of issues regarding the manner in which MAFEPST and the NIFEPST are experiencing the dual role conflicts. A good example could be seen from the excerpts of the NIFEPST where they made mention that they are having a lack of understanding from their husbands and the headmasters on their dual roles vested on them, the issue of taking care of the children at home, especially the infants children, the issue of distance from home to school and the form of transport and time. Community negative influence of doing, gossiping about how married female teachers engaged themselves with dual responsibilities which are becoming quite stressful.

In relation to MAFEPST, they are experiencing major challenges like doing extra classes or extra lesson apart from their normal time scheduled. Engaging in writing paperwork, also they were exhausted by the spending more time at school from early morning until evening. These and among others are making them become exhausted

not able to perform responsibilities well at home as a housewife and also mothers of their children.



## **CHAPTER FIVE**

### **DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

In the preceding chapter, the findings confirmed that the Malaysian and the Nigerian married female primary school teachers are experiencing role conflict at home and in their school domain. This chapter concerns the discussion of the major findings. In this chapter also the conclusions, limitations, and recommendations would also be deliberated. Qualitative software analysis has been used in making the data analysis of this research, where Nvivo software was used to analyze the data regarding the MAFEPST and NIFEPST role conflicts experience. The use of Nvivo software has helped the researcher to simply analyze, interprets and discussed the research data to a higher level. It also helped in making the comparison of the results, which facilitated to answer the research questions to a meaningful conclusion. Sotoriadou et al. (2014) consider Nvivo software as tools that help a researcher to organize, categorize, analyze and summarize the best results of a meaningful research.

#### **5.2 Discussion**

Based on the contributions propounded by Kahn et al. 1964; Greenhaus & Beutell (1985) regarding the issue of work-family conflict their theories have been confirmed and believed to have investigated how female primary school teachers are experiencing role conflicts in their dual domains. Pleck (1977) posit that career married women experience a considerable challenge due to pressure from their home and work duties. He maintains that the moment career married women engaged with

employment opportunity the more their performance at home be affected negatively or positively.

With respect to research, question 1, the findings confirmed that MAFEPST and NIFEPST experience role conflict. This was also in conformity with the study of Rosen and Jerdee (1974) discovered that female workers are experiencing role conflict at home and workplace, and this perpetually makes them not able to perform their dual responsibilities impeccably than their male coworkers. Indeed, similar to the existing research Achour et al. (2015) evidently confirmed the Malaysian married Muslim female academicians were experiencing dual role conflict respectively. This relatively proved Kahn et al (1964) consider role conflict as matching together of the dual task at the same time resulted in conflict. Regarding whether there are any differences between new and experienced teachers, based on the responses from the participants of MAFEPST and the NIFEPST from all indications experiencing work stress is based on individual, not as a matter of oldest or newly teachers. As supported by Lazarus (1966) emphasizes on years of experience regarding stress in a workplace depend largely on the individual.

Byrne (1999) considers the years of experience in teaching, a job as a very important aspect regarding work stress. In the same vein, research on this matter is very scanty, but Borg and Falzon (1989) research on Maltese primary school teachers found that participants with more than twenty 20 years of teaching experience were significantly experienced high levels of work pressure than their colleagues with fewer years of experience. However, in contrast, Malik, Mueller and Meinke (1991) research on work stress among American primary and secondary school teachers found no

significant degree of differences regarding teachers' work stress on years experiences between those with more years of experience and those with less or newly teachers.

Furthermore, the spillover of pressure from the school to home has become very challenging to the NIFEPST and some MAFEPST. This similarly made the Muslim female academicians feeling uncomfortable not given much care to their children as being pronounced by Achour et al (2015). The similarity of the two studies was that both investigated work-family role conflict among female workers, the two studies used qualitative design, purposive and semi-structured interview. In contrast, the scope of the study, the sample of the participants, the other used single case study while the existing study investigates a multiple case-study. Consequently, that is what makes the two studies similar and dissimilar and was regarded as the gap between the two studies.

The research question 2 which is concerned about the factors or elements of role conflict experienced by the MAFEPST and NIFEPST. Based on the participants' responses regarding those factors which were being categorized as the Time-Based Conflict, Strain-Based Conflict, and Behavior-Based Conflict as proposed by Greenhaus & Beutell (1985) it has been confirmed that the participants of both two countries experience the dual role conflict through these factors. The Time-Based Conflict has been classified into two, family-related problems and the duty time constraints. It has been found that MAFEPST and the NIFEPST experience irreconcilable time between their home and their school domain. The likewise issue of Strain-Based Conflict this study has proved that the family-related problems, Health-related issue and the professional responsibility issues all proved that the



participants experience pressure from both homes and workplace which becomes a threat to them.

Regarding the Behavior-Based Conflict comprises family negative behaviour, community influence, and manager-employee relationship. In this issue, the results were found that the NIFEPST experience family negative behaviour, especially from their husbands. While the MAFEPST didn't experience that, but both the two experience community influence negatively. Consequently, regarding the manager-employee relationship, only two NIFEPST were experiencing these challenges. Kyriacou (2001) notices that as a result of the dissimilarity of culture between different countries and their system of education there happens to be some differences regarding teacher stress.

What makes it different between MAFEPST and NIFEPST is the negative behaviour from the husbands and head teachers of NIFEPST which MAFEPST did not complain about this issue. These findings are in line with the research of Habaci (2015) investigating primary school teacher's conflict by gender proved that primary school teachers were experiencing role conflicts with their principals, colleagues, and parent of the pupils in some occasions. In contrast, research in Ireland Darmody & Smith (2011) study, was found the only research that 98percent of teachers in primary school discovered not experiencing work and family role conflict. But in the same research, 70percent of principals in the primary schools in Ireland experience occupational and home stress.

Regarding the dual role time management, which was divided into two managing the time at home and managing the time at school. The findings of this research have confirmed that the MAFEPST participants responded having managed their time at home. This was quite dissimilar with NIFEPST whose became unable to use their time at home due to many responsibilities at home and the excessive pressure from school workload and transportation issue. Barnett and Baruch (1985) have confirmed that the responsibilities of a wife, a mother also a career worker at times become difficult to combine as a result of demands of husband and children at home.

In relation to the behavior and stress, whether it affects the performance of MAFEPST and NIFEPST in the dual domains, the findings have confirmed that some participants of NIFEPST do not sleep early at night doing other home responsibilities and they usually wake up early morning when they reach school that spillover of stress usually makes them not to perform well at school in some instances. Moreover, the stress encountered at school usually made the NIFEPST and MAFEPST not able to work at home effectively due to the feeling of exhaustion they experienced at school. This often resulted in some married female teachers to get sick. While other MAFEPST participants they manage the dual role stress and cope with the situation as such. This result is consistent with the studies of Greenhaus et al. (1989), Hammer, Allen and Grigsby (1997) recommend that worries, feelings, pressures derived from a particular domain can spill over to another domain and causes the performer not to act well in the second domain.

The research question 3, of the study, has confirmed the challenges experienced by the MAFEPST and the NIFEPST while exercising their dual responsibilities. There

are three factors of these challenges and have been studied based on Time-Based Conflict, Strain-Based Conflict, and Behavior-Based Conflict. The study has revealed information based on the challenges experienced at home and challenges at work domain from the participants. Both MAFEPST and NIFEPST have confirmed having challenges at home of not having enough time as a result of taking care of their children. Others were having difficulties with transportation and distance from home to school regarding time. This result is inconsistent with that of Nurmayanti et al. (2014) study that married female teacher with many children experience more pressures in exercising their multiple roles. Equally, in India Palve (2016) found female teachers experience many challenges at home and at school while exercising their roles.

The study reveals the challenges that MAFEPST and NIFEPST are experiencing at work domain where MAFEPST complained about doing extra classes and writing paperwork. Other NIFEPST participants complained about engaging them with some emergency meeting most times and inspections. Evidence was found that MAFEPST has complained about the dual responsibilities had made them not use their leisure time on many occasions. Similar research in England Acker (1992) found that female teachers tend to put school work extremely in their minds even during their leisure time at home. Indeed, a combination of the two dual responsibilities makes them experience excessive stresses. Regarding the Strain-Based Conflict and the Behavior-Based Conflict, all these challenges issues have been confirmed in this study. The MAFEPST and NIFEPST have complained about the pressure at home are spilling over to school likewise the pressure at school was also spill over to home. There is evidence of complaint from the husband to the NIFEPST of showing his angry as a

result of his wife been late from school to home. And another complaint from different husband of his wife leaving her child at home neglecting to breastfeed the child.

The findings were in conformity with Mesmer-Magnus and Viswesvaran (2005) study, that female worker who derived pressure from workload and strain from work were more expected to intensify the feelings of work-family conflict than family-work conflict. Which means those female workers consider work as the domain that becomes the main source of their conflict. Studies in Oman Teachers' turnover and their job satisfaction Amzat and Al-Neimi (2014) indicate that apart from overloaded work experience of teachers, low salaries, lack of promotion and teaching profession has become valueless as professed by the society. Of course, this what makes some participants of the NIPEPST make a complained that they cannot afford to employ a maidservant to take care of their little children at home. As far as they are a concern they don't have enough money to buy a car to drive themselves to school as a result of the meagre amount of salary they are earning monthly.

Based on the above evidence there is some similarity of data between the existing research and what Christiana (2013) studied on work-family conflict experience among academic women in Nigerian public universities in southern Nigeria. The study has confirmed the pervasiveness of female teachers experiencing work-family role conflict. The study equally found that the performance of academic women has been impaired as a result of work-family role conflict. In addition, it was found in her study that little attention was given to female academicians in the university and of course, this is what is happening in the primary school regarding their multiple tasks.

The Christiana's research lacks an in-depth investigation of female academicians' dual role conflicts due to the nature of her research which is a quantitative survey research. The scope and geographical area of the research differ from the current research and was strongly regarded as the gap that needs to have filled.

The fourth research question has provided evidence from the MAFEPST and the NIFEPST responses toward possible coping strategies to overcome role conflicts among married female teachers. The findings have exhibited two interrelated solving issues that are coping strategies at home and the solving issues at the work domain. Both MAFEPST and the NIFEPST have agreed to utilize their valuable time to prepare the home accordingly before going to school and ready to be at school at stipulated time. However, MAFEPST responded by loving their family with good care and their profession as well. This is where Fleaming, Baum, and Singer (1984) are talking about in a situation a worker is contented with his job, there is every tendency of him/her to drive happiness and be productive as a worker.

The MAFEPST also made a promise of voicing out where the problem persists to cope with or avoid the occurrence of conflict for better work-life balance. To ensure coping strategies on role conflict, Beutell & Wittig-Berman (2008) recommend that as the role conflicts become obvious, employees are supposed to manage the two stressful situations in order to circumvent the conflict. In addition, Greenhaus & Powell 2006; Rotondo & Kincaid (2008) suggest that employees have to plan their mental and physical resources to utilize their time, commitment to work and emotional styles in exercising their dual responsibilities.

As part of coping strategies for role conflict experiences, participants from the MAFEPST suggested that she will speak out any problems arise either with the head teacher or any colleagues. This is in line with the Social and Community Support strategy advocated by Sprenger (2011) that teacher who is experiencing role conflict can discuss the issue and seek support from head teachers, friends, colleagues and family members thereby seeking advice from them.

### **5.3 Conclusion**

This study produced several important findings of a multiple case-study of role conflicts among MAFEPST and NIFEPST. The dual role conflicts which already been mentioned earlier has become obvious to married female primary school teachers and among men and women in various organizations. The findings of this study have confirmed the role conflicts among married female primary school teachers. Moreover, the study also has confirmed the factors responsible for the married female primary school teacher's role conflict. The challenges that married female teachers are facing in exercising their dual responsibilities were also been mentioned. Possible coping strategies to overcome the dual role conflicts experienced by married female teachers were similarly been discovered through the interviews conducted by the researcher to the married female primary school teachers in Malaysia and Nigeria.

### **5.4 Limitations of the Study**

The study has experienced some few limitations, among which did include the scope of the study did not provide generalization because the only small number of participants were taken as a sample for the study in order to get an in-depth information being a qualitative study. Another limitation associated with this study

was that the researcher was a male investigator while the participants were married a female and this must have created a great barrier to having a comfortable time and strict communication among the interviewer and interviewee. Moreover, research of this kind can be considered as confidential issue because it has to do with a personal home affair with what is happening in the matrimonial home and workplace. Indeed, as a result, some participant might not feel fully comfortable in giving out vital information. Nevertheless, the researcher has made himself committed to investigate for good purpose and abide by the ethics of the dual cultures and the research.

This study did not explore all possible issues regarding dual role conflicts among married female primary teachers. Further research might seek to explore responses from the head teachers, husbands of the married teachers. An attempt could be made to investigate multiple role conflicts among married male primary teachers. Indeed, future research can investigate how unmarried female and male teachers cope with dual or multiple role conflicts for their work-life balance.

### **5.5 Implications of the Study**

Based on the findings of the study, married female primary teachers in the present century are contributing extensively to educating our younger generation from the grassroots level of education. In view of this reason, the married female primary school teachers have to be taken into consideration. The researcher considers this reason and continues to conduct research on their dual responsibilities at home and at school respectively. The married female teachers are experiencing dual pressures and both their families and workplaces did not consider it as a threat to learning,

workplace and home. Educational policymakers did not perceive the vulnerabilities of the married female primary school teachers' role conflicts.

Likewise, the government and the society did not have a reflection upon the negative effects of role conflicts on the background level of education which was neglected. In the field of research, this study would be very vital and helpful for future investigation to be carried on. This study contributes to the growing literature on family and work studies in several important aspects. The findings of this study provide vision regarding the global challenges in the teaching profession, especially the issue of role conflicts among teachers. This study will help in tackling some of the problems of teaching profession which are also part of the UNESCO agenda for transformed formal education in the 21<sup>st</sup> century (UNESCO- IBE, 2013). This was the main implications of the study.

In addition to the theoretical contributions, this research has some vital practical contributions because work and family are the dual domains that need careful attention in the educational management field. Dual role conflict is the kind of pressure that affect the performance of married, unmarried female and male teachers which at the end obstruct teaching and learning of our younger children. Theoretically, apart from the implications of Greenhaus and Beutell (1985), Frone, et al. (1992) of work-family conflict theories to this study, are theories from psychology field regarding work-family issue. Vandenberghe and Huberman (1999) believe that learning and motivation have been identified as the positive strategies for teachers' role conflict experience. The researchers recommend the theory of motivation to be one of the guiding principles in educational management in overcoming teacher's



home and work stress. Management theory of motivation has become one of the theories that scholars like Taylor (2004), Mayo (1949), Adams & Freedman (1976), Atkinson & Feather (1966), Skinner (1958), and Maslow (1943) have contributed greatly on worker motivation. Educational managers were using those theories in practice to overcome quite a lot of organizational issues including dual role conflict among teachers for their work-life balance and for effective teaching and learning process. Married and unmarried female primary school teachers need motivation from all angles through various stakeholders for them to exercise their duties as coaches effectively.

This study will be applicable to primary school teachers in the classroom, the practice of getting awareness on the issue of dual role conflicts among teachers not only married female teachers. School administrators and policymakers will have a clear picture of what is going on regarding role conflict among teachers, thereby finding appropriate policies and actions for the improvement of the quality of life of teachers. Research of this type will be helpful for the husbands of married female primary teachers, they have educated grownup children and family members by understanding the effect of dual role conflicts and its coping strategies for work-life balance.

## **5.6 Recommendations**

It would be very important for the appropriate stakeholders who are in charge of the education sector, especially the primary schools to take important measures through taking some coping strategies in practice by avoiding or minimizing role conflicts among primary school teachers, especially married female teachers. Future studies might investigate other areas in conducting similar research using mix method to

investigate further. The married female primary teachers, their husbands, head teachers, educational policy planners, society, and the government should work closely to find various alternatives, procedures, and understanding in reducing or coping with work-family role conflict. An orientation, Seminars, workshops, and conferences have to be organized among the newly appointed teachers, existing teachers and head teachers by providing them with knowledge, methods, skills and strategies to cope with work-family conflicting situations. School Administrators should encourage a human relation approach in teaching for teachers and school heads to have a better understanding and good rapport among themselves. Generally teaching profession should be monitored at all time for human resource management be put into practices and government has to ensure its efficiency and effectiveness.

There is a need to conduct more researches on role conflicts experience among married female primary school teachers, especially in the third world countries, in order to tackle global formal education challenges which of course is part of a UNESCO agenda (UNESCO-IBE, 2013). Further research in these areas will add to a growing body of knowledge and will also help in transforming the teaching profession from the grassroots. In a nutshell, this study can be considered as not been generalized but with a very narrow scope, there is a need to investigate more in other areas in order to bridge more gaps. Other studies might investigate the other side of the head teachers, husbands of the married female primary teachers and many more. In fact, role conflict issue is very wide scope in general.

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## Appendix A: A covering Letter from Universiti Utara Malaysia to SUBEB Kano



**PUSAT PENGAJIAN PENDIDIKAN DAN BAHASA MODEN**  
**SCHOOL OF EDUCATION AND MODERN LANGUAGES**  
 College of Art and Sciences  
 Universiti Utara Malaysia  
 08010 UUM SINTOK  
 KEDAH DARULAMAN  
 MALAYSIA



Tel: 004-929 5381  
 Faks (Fax): 004-929 5382  
 Laman Web (Web): [www.csl.uum.edu.my](http://www.csl.uum.edu.my)

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The Executive Secretary,  
 State Universal Basic Education Board  
 Kano, Nigeria.

26 May 2016

Through

The Education Secretary,  
 Taruni Local Government Education Authority  
 Kano, Nigeria.

Dear Sir

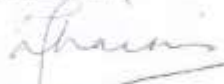
**DATA COLLECTION AND RESEARCH WORK**

This is to certify that your staff Lawal Abdul Faragai ( Matric no 818545) is a bonafide student studying Master of Science (Educational Management) at School of Education and Modern Languages, College of Arts and Sciences, Universiti Utara Malaysia. He is conducting a research titled "A Multiple Case-study of Roles Conflicts Among Malaysian and Nigerian Female Primary School Teachers" under the supervision of Dr. Fahamis Mohd Yusof.

With this regard, I hope that you could kindly provide assistance and cooperation for him to successfully complete the research. All the information gathered will be strictly used for academic purpose only. Your cooperation and assistance will be very much appreciated.

Thank you

Yours faithfully


  
 Dr. Fahamis Mohd Yusof  
[fahamis@uum.edu.my](mailto:fahamis@uum.edu.my)

**RECEIVED**  
 8 JUN 2016  
 State Universal Basic  
 Education Board, Kano.

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Universiti Pengurusan Terkemuka  
 The Eminent Management University



## Appendix B: A Letter of Permission to Carry out Research from SUBEB Kano

  
**STATE UNIVERSAL BASIC EDUCATION BOARD, KANO**

Cables & Telegram:  
Telephone: 546601, 661944  
546602, 667890, 546602

In case of reply please quote reference  
**SUBEB/P/S/POL.38/T**

P.M.B. 3469  
**Date: 13/7/2016**

Lawan Abdu Faragai  
Tahir Islamiyya PS  
Gyadi-Gyadi

**RE – PERMISSION TO CARRY – OUT DATA COLLECTION**

Reference to your application letter dated 8<sup>th</sup> June, 2016 and the subsequent introductory letter from your Institution of study dated 26<sup>th</sup> May, 2016. I am directed to write and convey the Board's approval to carry out the data collection for your research in Tarauni LGEA.

It is hoped that, the data collection will be useful to Educational Development.

Best regards  
  
**Magajiya Usman**  
AD/Support Services  
For: Executive Chairman

**CC:**  
Education Secretary  
Tarauni LGEA

  
**Universiti Utara Malaysia**

## Appendix C: Request for data UBEC Abuja Nigeria

25<sup>th</sup> July, 2016.

The Executive Secretary,  
Universal Basic Education Commission,  
No 7 Gwani Street, Wuse Zone 4,  
Abuja,  
Nigeria.



Sir,

### REQUEST FOR DATA COLLECTION

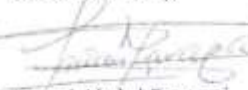
I am a staff of state Universal Basic Education Board Kano a Pupil teacher, also a student of Universiti Utara Malaysia where I am studying master degree of science (Educational management) by research. The titled of my research is "A multiple case- study of Roles conflicts among Malaysian and Nigeria female primary School Teachers".

Sir, In conducting the above named research, there is need to obtain the current number of the entire primary School teachers in Nigeria 2015-2016 both Male and Female of primary 1-6 which I already requested from (SUBEB Kano) but they directed me to your commission to obtain a reliable and valid data for this purpose.

I hope my application will be considered.

Thank.

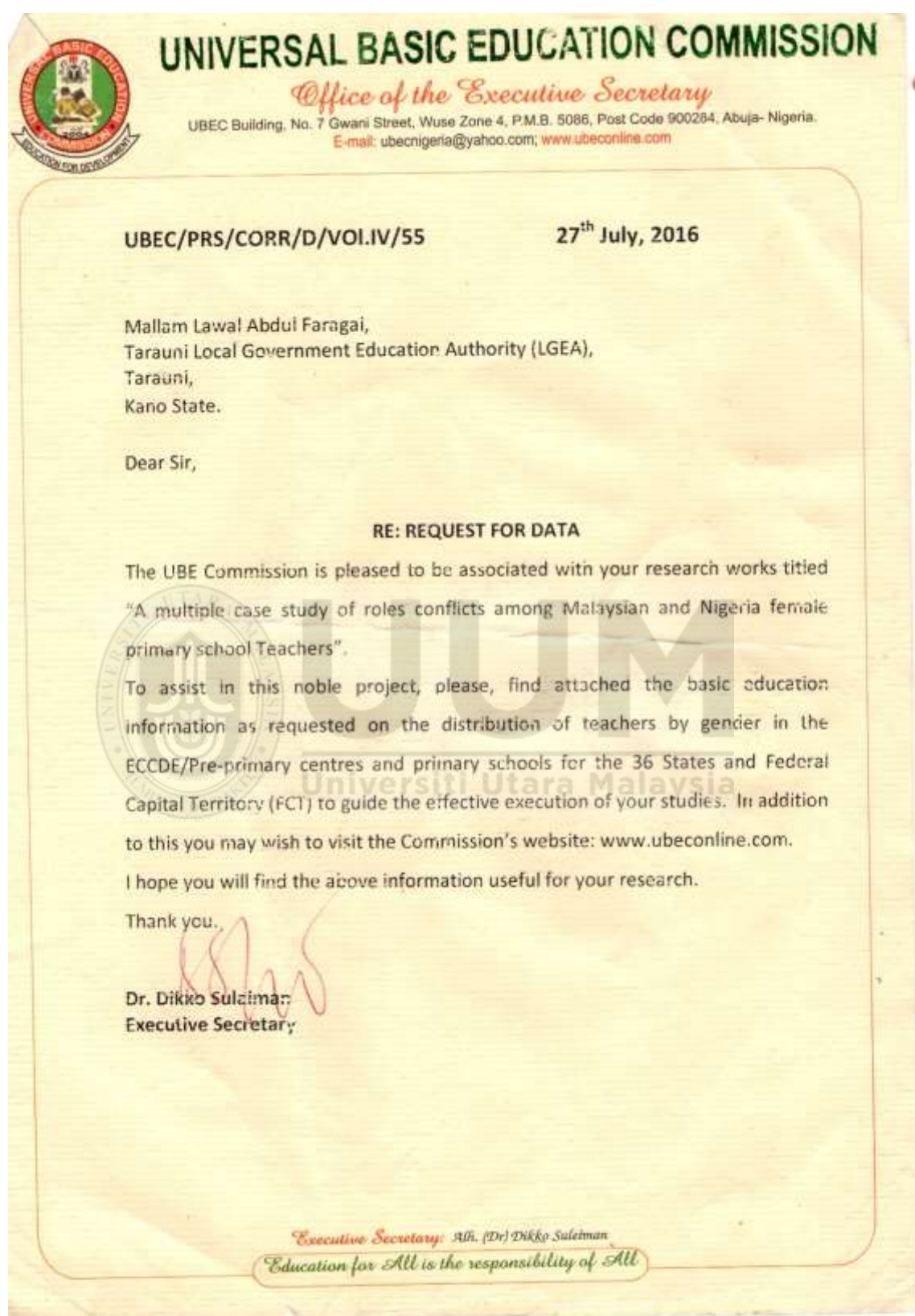
Yours faithfully,

  
Lawal Abdul Faragai  
(Research student)

Universiti Utara Malaysia



## Appendix D: Distribution of The Nigerian Primary School Teachers by Gender



# UNIVERSAL BASIC EDUCATION COMMISSION

## 2013/2014 TOTAL TEACHER IN PUBLIC ECCDE/PRE-PRIMARY AND PRIMARY SCHOOL

S/NO.	STATE	Total No. of ECD Centres	ECCDE/PRE-PRIMARY			Total No. of primary schools	PRIMARY		
			M	F	T		M	F	T
1	ABIA	854	-	1,860	1,860	854	1,028	6,919	7,947
2	ADAMAWA	358	697	1,176	1,873	1,872	13,642	7,618	21,260
3	AKWA-IBOM	1,160	446	1,335	1,781	1,160	3,465	8,778	12,243
4	ANAMBRA	985	96	2,169	2,265	1,045	1,037	8,165	9,202
5	BAUCHI	746	570	623	1,193	2,450	9,974	3,720	13,694
6	BAYELSA	81	2,379	1,771	4,150	488	6,187	6,663	12,850
7	BENUE	501	159	287	446	2,741	9,651	6,913	16,564
8	BORNO	200	410	434	844	1,362	13,184	7,731	20,915
9	CROSS-RIVER	966	633	1,664	2,297	1,031	5,210	6,377	11,587
10	DELTA	688	701	2,938	3,639	1,129	4,526	11,396	15,922
11	EBONYI	554	419	1,132	1,551	1,060	4,201	5,358	9,559
12	EDO	792	98	1,415	1,513	1,075	3,053	8,380	11,433
13	EKITI	625	599	1,940	2,539	1,076	1,807	5,694	7,501
14	ENUGU	1,138	135	763	898	1,223	1,557	4,090	5,647
15	GOMBE	142	318	488	806	1,230	9,151	5,513	14,664
16	IMO	1,253	597	3,442	4,039	1,271	2,183	8,258	10,441
17	JIGAWA	605	888	123	1,011	1,998	14,374	1,728	13,302
18	KADUNA	1,533	195	1,311	1,506	4,225	18,164	17,125	35,289
19	KANO	1,765	455	650	1,105	5,732	40,709	10,334	51,043
20	KATSINA	467	507	673	1,180	2,217	14,704	4,594	19,298
21	KEBBI	245	574	428	1,002	1,729	10,406	3,358	13,764
22	KOGI	367	203	648	851	2,082	8,529	10,752	19,281
23	KWARA	1,000	256	1,110	1,366	1,502	6,019	8,118	14,137
24	LAGOS	1,007	331	745	1,076	1,007	2,124	10,678	12,802
25	NASARAWA	228	283	748	1,031	1,310	8,856	5,129	13,985
26	NIGER	337	771	612	1,383	2,815	15,875	9,342	25,217
27	OGUN	1,271	334	2,729	3,063	1,493	10,149	8,294	18,443
28	ONDO	1,343	628	1,447	2,075	1,343	4,445	8,858	13,303
29	OSUN	1,389	433	1,157	1,590	1,391	4,431	7,811	12,242
30	OYO	2,154	365	2,582	2,947	2,371	7,382	15,323	22,705
31	PLATEAU	921	640	1,022	1,662	2,241	11,497	7,795	19,292
32	RIVERS	536	198	619	817	941	3,990	6,030	10,020
33	SOKOTO	333	850	615	1,465	1,990	16,498	2,390	18,888
34	TARABA	170	449	240	689	1,796	8,584	4,280	12,864
35	YOBE	2,191	152	243	395	1,067	4,905	2,487	7,392
36	ZAMFARA	244	1,011	194	1,205	1,545	9,982	1,553	11,535
37	FCT-ABUJA	266	35	559	594	544	3,944	4,288	8,232
NATIONAL		28,026	16,892	39,703	56,595	62,406	312,423	261,841	574,264

Source: Universal Basic Education Commission (UBEC) Database 2015

## Appendix E: Interview Protocol

### INTERVIEW PROTOCOL

I Lawal Abdul Faragai a Master Degree Student of Universiti Utara Malaysia conducting a research on "A multiple case- study of roles conflicts among Malaysian and Nigerian female primary school teachers.

I hope you will volunteer to participate in a face to face interview. The interview will take about 30 minutes. May I record your information which will be used to assist me in my thesis? Your name and working place will not be disclosed for confidentiality. The information you will provide will only be used for research purpose.



**UUM**  
Universiti Utara Malaysia



## INTERVIEW QUESTIONS

### SECTION A BACKGROUND

#### 1. Background Age

- |                          |                    |
|--------------------------|--------------------|
| <input type="checkbox"/> | Less than 23 years |
| <input type="checkbox"/> | 24 – 29 years      |
| <input type="checkbox"/> | 30 – 35 years      |
| <input type="checkbox"/> | 36 – 40 years      |
| <input type="checkbox"/> | 41 – 45 years      |
| <input type="checkbox"/> | 46 years and above |

#### 2. Can you please tell me about your family background?

- |                          |                     |
|--------------------------|---------------------|
| <input type="checkbox"/> | Number of children  |
| <input type="checkbox"/> | Husband working     |
| <input type="checkbox"/> | Husband not working |

#### 3. Can you please tell me about your teaching experience?

##### Educational Level

- |                          |                   |
|--------------------------|-------------------|
| <input type="checkbox"/> | Masters           |
| <input type="checkbox"/> | Degree            |
| <input type="checkbox"/> | N.C.E/Diploma     |
| <input type="checkbox"/> | SSCE/Certificates |

**4. Income/Salary Scale**


**SECTION B**

1. How often do you find your role as a housewife conflicting with your job as a teacher?
2. What factors do you consider responsible for roles conflicts
3. What do you find challenging in combining your role as a housewife and your work as a teacher?
4. How does your time management affect your roles as a house wife and your roles as a teacher?
5. Does the stress you encounter at home or at school affects your performance?
6. Describe how you intend to solve problems that emanate between your role as a house wife and your job as a teacher?

## Appendix F: A Malaysian Primary School Academic Calender



### PERANCANGAN KURIKULUM 2017

BULAN	AKTIVITI	CATATAN
Januari	<ol style="list-style-type: none"> <li>1. Penyusunan Jadual Waktu Mengajar.</li> <li>2. Mengisi Borang Inventori (Bilik Darjah/Bilik Khas/Asrama)</li> <li>3. Penyediaan Rancangan Pengajaran dan Pembelajaran.</li> <li>4. Mesyuarat Guru &amp; Staf (Buka Sekolah)</li> <li>5. Majlis Taklimat Pendaftaran Murid</li> <li>6. Mesyuarat JK Induk Kurikulum (Kali 1, 2017)</li> <li>7. Maklumat EMIS</li> <li>8. Mengisi Borang Kemasukan UPSR</li> <li>9. Mesyuarat JK Induk &amp; Penyelaras PSS dan PANITIA MP</li> <li>10. Mesyuarat JK Pemulihan Khas (LINUS)</li> <li>11. Perjumpaan Guru Besar &amp; Penolong Kanan.</li> <li>12. Mesyuarat JK Program Transisi</li> <li>13. Hari Pertama Persekolahan Murid Tahun 1, Orientasi T1</li> <li>14. Program Transisi Tahun 1</li> <li>15. Mesyuarat JK Peningkatan Prestasi UPSR</li> <li>16. Perjumpaan Waris Tahun 6 (Fasa 1)</li> <li>17. Mesyuarat Guru &amp; Staf</li> </ol> <p>Cuti : Hari Keputeraan Sultan Kedah Tahun Baru Cina (2 hari) + Cuti Peristiwa (4 hari)</p>	<p>November 2016 November 2016</p> <p>Disember 2016 28 Disember 2016</p> <p>28 Disember 2016</p> <p>Setiap Pagi Khamis 39 Disember 2016 1 Januari 2017 1-19 Januari 2017 23 Januari 2017 25 Januari 2017 26 Januari 2017</p> <p>15 Jan 2017 (Ahad) 27 Jan – 4 Feb 2017</p>
Februari	<ol style="list-style-type: none"> <li>1. Maklumat EMIS</li> <li>2. Mesyuarat JK NILAM</li> <li>3. Pemantauan Kurikulum Berkualiti (Pencerapan)</li> <li>4. Perjumpaan Guru Besar &amp; Penolong Kanan</li> <li>5. Lawatan Penanda Aras (Semua Guru &amp; AKS)</li> <li>6. Mesyuarat JK Kewangan Sekolah</li> <li>7. Mesyuarat J/Kuasa Jadual Waktu</li> <li>8. Mesyuarat Panitia Mata Pelajaran</li> <li>9. Mesyuarat Guru &amp; Staf</li> <li>10. Kursus Kepimpinan Murid</li> <li>11. Majlis Angkat Sumpah Pengawas Sekolah</li> </ol> <p>Cuti : Taipusam Cuti Peristiwa Sekolah</p>	<p>Setiap Pagi Khamis 16 Februari 2017 20 Februari 2017 21 Februari 2017 23 Februari 2017 23 Februari 2017 Februari 2017 Februari 2017</p> <p>9 Feb 2017 (Khamis) 16 Feb 2017 (Khamis)</p>
Mac	<ol style="list-style-type: none"> <li>1. Pemantauan Kurikulum Berkualiti (Pantau Bilik Darjah)</li> <li>2. Maklumat EMIS</li> <li>3. Iklan Pendaftaran Tahun 1 Sesi 2018 dikeluarkan</li> <li>4. Perjumpaan Guru Besar &amp; Penolong Kanan</li> <li>5. Usrah Bulanan Kakitangan SRAIHAS</li> <li>6. Ujian Bulanan / Ujian Pengesanan / PBS</li> <li>7. Mesyuarat Guru &amp; Staf</li> <li>8. Kelas Tambahan Cuti Sekolah (Fokus UPSR)</li> <li>9. Mesyuarat Agung PIBG</li> </ol> <p>Cuti : Cuti Pertengahan Penggal Satu (1 minggu)</p>	<p>Setiap Pagi Khamis Mac 2017 5-16 Mac 2017 30 Mac 2017 19 - 23 Mac 2017 26 Mac 2017</p> <p>17 - 25 Mac 2017</p>
April	<ol style="list-style-type: none"> <li>1. Maklumat EMIS</li> <li>2. Pemantauan Kurikulum Berkualiti (Pencerapan)</li> <li>3. Perjumpaan Guru Besar &amp; Penolong Kanan</li> <li>4. Rombongan Asrama (Jarak Dekat)</li> <li>5. Mesyuarat JK Induk &amp; Penyelaras PSS</li> <li>10. Program Perkembangan Staf / LDP</li> <li>11. Usrah Bulanan Kakitangan SRAIHAS</li> <li>12. Mesyuarat Guru &amp; Staf</li> <li>13. Taklimat Kepada Guru Berkaitan Temuduga Tahun 1</li> <li>14. Temuduga Murid Tahun 1, Sesi 2018</li> </ol> <p>Cuti : Israk dan Mikraj</p>	<p>Setiap Pagi Khamis 24 April 2017 25 April 2017 April 2017 April 2017 27 April 2017 27 April 2017 29 April 2017</p> <p>24 April 2017 (Isnin)</p>

BULAN	AKTIVITI	CATATAN
Mei	<ol style="list-style-type: none"> <li>1. Maklumat EMIS</li> <li>2. Pemantauan Kurikulum Berkualiti (Semak Buku Latihan)</li> <li>3. Perjumpaan Guru Besar &amp; Penolong Kanan</li> <li>4. Mesyuarat JK Kewangan Sekolah</li> <li>5. Mesyuarat Panitia Mata Pelajaran</li> <li>6. Hari Sukaneka / Kokurikulum Asrama</li> <li>7. Motivasi Murid Bersama Waris (Fasa 1) / Bacaan Yaasin</li> <li>8. Sambutan Hari Guru</li> <li>9. Peperiksaan Pertengahan Tahun</li> <li>10. Mesyuarat PBPPP</li> <li>11. Mesyuarat Guru &amp; Staf</li> </ol> <p>Cuti : Cuti Peristiwa Sekolah : Hari Pekerja : Hari Wesak : Cuti Pertengahan Tahun (2 minggu) : Awal Ramadhan</p>	<p>Setiap Pagi Khamis 4 Mei 2017 7 Mei 2017 10 Mei 2017 14 Mei 2017 16 Mei 2017 15 - 25 Mei 2017 21 Mei 2017 25 Mei 2017</p> <p>30 Jun 2017 (Ahad) 1 Mei 2017 (Isnin) 10 Mei 2017 (Rabu) 26 Mei - 10 Jun 2017 27 Mei 2017 (Sabtu)</p>
Jun	<ol style="list-style-type: none"> <li>1. Maklumat EMIS</li> <li>2. Pemantauan Kurikulum Berkualiti (Pencerapan)</li> <li>3. Perjumpaan Guru Besar &amp; Penolong Kanan</li> <li>4. Kem UPSR / Projek Kepong</li> <li>5. Mesyuarat JK Induk &amp; Penyelaras PSS</li> <li>6. Mesyuarat JK NILAM</li> <li>7. Mesyuarat JK Pemulihan Khas (LINUS)</li> <li>8. Iftar Ramadhan (Asrama)</li> <li>9. Mesyuarat JK Peningkatan Prestasi UPSR &amp; UPSRA</li> <li>10. Mesyuarat JK Induk Kurikulum (Kali 2, 2017)</li> <li>11. Post Mortem Peperiksaan Pertengahan Tahun</li> <li>12. Sualitemu Waris Murid Semua Tahun (T.T Buku Rekod)</li> <li>13. Mesyuarat Guru &amp; Staf</li> <li>14. Usrah Bulanan Kakitangan SRAIHAS</li> <li>15. Program Perkembangan Staf / LDP</li> </ol> <p>Cuti : Hari Keputeraan DYMM SPB YDP Agong : Hari Raya Aidilfitri (2 hari) + Cuti Peristiwa (3 hari)</p>	<p>Setiap Pagi Khamis 5 - 8 Jun 2017 12 Jun 2017 12 Jun 2017 12 Jun 2017 15 Jun 2017 18 Jun 2017 18 Jun 2017 18 Jun 2017 22 Jun 2017 22 Jun 2017 Jun 2017 Jun 2017</p> <p>3 Jun 2017 (Sabtu) 23 Jun - 1 Julai 2017</p>
Julai	<ol style="list-style-type: none"> <li>1. Maklumat EMIS</li> <li>2. Pemantauan Kurikulum Berkualiti (Pantau Bilik Darjah)</li> <li>3. Latihan Intensif Tahun 6</li> <li>4. Fokus Program UPSR (Pecutan 2bulan sebelum UPSR)</li> <li>5. Perjumpaan Guru Besar &amp; Penolong Kanan</li> <li>6. Jamuan Raya &amp; Motivasi Murid Bersama Waris (Fasa 2)</li> <li>7. Ujian Bulanan &amp; Percubaan UPSR</li> <li>8. Mesyuarat Guru &amp; Staf</li> </ol>	<p>(Jadual Anjal Bermula) Setiap Pagi Khamis 6 Julai 2017 9 - 20 Julai 2017 27 Julai 2017</p>
Ogos	<ol style="list-style-type: none"> <li>1. Maklumat EMIS</li> <li>2. Pemantauan Kurikulum Berkualiti (Pencerapan)</li> <li>3. Pecutan Akhir UPSR &amp; UPSRA</li> <li>4. Perjumpaan Guru Besar &amp; Penolong Kanan</li> <li>5. Mesyuarat JK Peningkatan Prestasi UPSR &amp; UPSRA</li> <li>6. Post Mortem Peperiksaan Percubaan UPSR</li> <li>7. Perjumpaan Waris Tahun 6 (Fasa 2)</li> <li>8. Ujian Pra UPSR (JPN/PPD/SEKOLAH)</li> <li>9. Percubaan SRA-MERSIK</li> <li>10. Mesyuarat &amp; Usrah, Guru &amp; Staf</li> <li>11. Kem Murid Cemerlang / Sederhana / HALUS</li> </ol> <p>Cuti : Hari Kebangsaan</p>	<p>Setiap Pagi Khamis 8 Ogos 2017 8 Ogos 2017 13 Ogos 2017 14 - 21 Ogos 2017 14 - 21 Ogos 2017 24 Ogos 2017 27 - 29 Ogos 2017</p> <p>31 Ogos 2017</p>



BULAN	AKTIVITI	CATATAN
September	<ol style="list-style-type: none"> <li>1. Maklumat EMIS</li> <li>2. Pemantauan Kurikulum Berkualiti (Semak Buku Latihan)</li> <li>3. Perjumpaan Guru Besar &amp; Penolong Kanan</li> <li>4. Program Restu &amp; Bacaan Yaasin Perdana</li> <li>5. <b>Peperiksaan UPSR</b></li> <li>6. Mesyuarat JK Pemulihan Khas (LINUS)</li> <li>7. Mesyuarat J/kuasa Jadual Waktu (Pasca UPSR)</li> <li>8. Mesyuarat Program Pasca UPSR</li> <li>9. Mesyuarat Guru &amp; Staf</li> <li>10. Usrah Bulanan Kakitangan SRAIHAS</li> <li>11. Program Pasca UPSR</li> </ol> <p>Cuti : Hari Raya Haji (2 hari) : Cuti Peristiwa Sekolah : Hari Malaysia 16 September : Awal Muharram 1439H</p>	<p>Setiap Pagi Khamis 10 Sept 2017 11 - 18 Sept 2017 13 Sept 2017 13 Sept 2017 13 Sept 2017 28 Sept 2017 28 Sept 2017 Sept 2017</p> <p>1 - 2 Sept 2017 3 Sept 2017 16 Sept 2017 (Sabtu) 21 Sept 2017 (Khamis)</p>
Oktober	<ol style="list-style-type: none"> <li>1. Maklumat EMIS</li> <li>2. Pemantauan Kurikulum Berkualiti (Pantau Bilik Darjah)</li> <li>3. Perjumpaan Guru Besar &amp; Penolong Kanan</li> <li>4. <b>Peperiksaan UPSRA-MERSIK</b></li> <li>5. Peperiksaan Akhir Tahun</li> <li>6. Mesyuarat JK Kewangan Sekolah</li> <li>7. Mesyuarat Panitia Mata Pelajaran</li> <li>8. Mesyuarat JK Induk &amp; Penyelaras PSS</li> <li>9. Mesyuarat JK Induk Kurikulum (Kali 3, 2017) – Rancangan Tahunan dan Belanjawan 2018/2018 serta Penyesuaian &amp; Pemurnian Jadual Waktu 2018.</li> <li>10. Mesyuarat Guru &amp; Staf (Program Tutup Sekolah)</li> <li>11. Mesyuarat PBPPP</li> </ol> <p>Cuti : Deepavali (1 hari) + Cuti Peristiwa (4 hari)</p>	<p>Setiap Pagi Khamis 9 - 11 Okt 2017 9 - 26 Okt 2017 11 Okt 2017 11 Okt 2017 11 Okt 2017 25 Okt 2017</p> <p>25 Okt 2017 29 Okt 2017</p> <p>13 - 21 Okt 2017</p>
November	<ol style="list-style-type: none"> <li>1. Maklumat EMIS</li> <li>2. Perjumpaan Guru Besar &amp; Penolong Kanan</li> <li>3. Lawatan Ilmiah (Rombongan Sekolah / Asrama)</li> <li>4. Perkhemahan Perdana Unit Uniform</li> <li>5. Kumpul &amp; Serah Buku Teks (SPBT)</li> <li>6. Jamuan Akhir Tahun</li> <li>7. Maklum Waris Tarikh Pendaftaran 2017 &amp; Yuran 2018</li> <li>8. Penyerahan Buku Rekod Murid kepada pejabat</li> <li>9. Post Mortem Peperiksaan Akhir Tahun</li> <li>10. Keputusan UPSR</li> <li>11. Suaiitemu Waris Murid Semua Tahun (T.T Buku Rekod)</li> <li>12. Analisa UPSR</li> <li>13. Majlis Anugerah Cemerlang &amp; Graduasi Pra Sekolah</li> <li>14. Budaya Tutup Sekolah</li> <li>15. Serah buku rekod kehadiran murid setiap darjah</li> <li>16. Mesyuarat Guru &amp; Staf (Mesy Akhir Tahun)</li> </ol> <p>Cuti : Cuti Akhir Tahun</p>	<p>Setiap Pagi Khamis Nov 2017 Nov 2017 Nov 2017 Nov 2017 Nov 2017 2 Nov 2017 7 Nov 2017 16 Nov 2017 16 Nov 2017 16 Nov 2017 19 Nov 2017 23 Nov 2017 23 Nov 2017 23 Nov 2017</p> <p>24 Nov – 31 Dis 2017</p>
Disember	<ol style="list-style-type: none"> <li>1. Maklumat EMIS</li> <li>2. Pendaftaran murid sesi 2018</li> <li>3. Minggu Semua Guru-guru kembali bertugas</li> <li>4. Mesyuarat Guru &amp; Staf (Buka Sekolah)</li> <li>5. Mesyuarat JK Induk Kurikulum (Kali 1, Sesi 2018)</li> <li>6. Taklimat Waris Tahun 1 &amp; Hari Pertama Persekolahan Murid Tahun 1, 2017 (Orientasi 2017)</li> </ol>	<p>17 Disember 2017 26 - 28 Disember 2017 27 Disember 2017 27 Disember 2017 Disember 2017</p>

# Appendix G: Class Time Table for the Malaysian Primary School

	1	2	3	4	5	6	7	8	9	10	11	12
Su		T1							T4			
Mo			T4				T2			T5		
Tu			T5			T2				T1		
We		T5			T2			T4				
Th			T5					T2				
REHAT DAN DHUHA												
MAKAN TENGAH HARI DAN SOLAT ZOHOR												

FADIL BIN MUHAMMUD  
 Sek. Pen. Akademik & Hal. H. Aloulah Suboh  
 Jalan Sungai Etim 84100  
 08520 Kota Kuala Muda

Imetable generated: 27/2017  
 © SO 1 Imetables

## **Appendix H: Sample of Interview Transcription**

### **SECTION B: Interview Protocol**

**SAMP1: 14:44 Minutes interviewed at 3:00 PM ON THE 13<sup>TH</sup> MAY 2017**

**Q1. How often do you find your role as a housewife conflicting with your job as a teacher?**

I find it every day that my roles as a housewife is conflicting with my roles as a primary school teacher. Because I feel like I am working too much and I do not spend more time with my children. I feel very tension when it comes to staying at school since morning to 5:00pm until in the evening. That means I leave my children at 6:00am in the morning before and then I only meet them at 6:00pm in the evening. Honestly this become a conflicting roles as a housewife and at the same time as a teacher.

**Q2. What factors do you consider responsible for role conflicts?**

I think there are many factors that affect my roles as a housewife and as a teacher. My school asked us to produce more EC from the students, we have to do extra classes every Tuesday. We have to do extra classes begins at 3:00pm until 4:00pm. Another factor was the school meeting after school from 2:30 to finish may be around 5:00pm. The distance between my house and the school itself is another factor. Because it is one hour drive.

**Q3. What do you find challenging in combining your role as a housewife and your work as a teacher?**

I think that being a housewife is different from being a teacher. I have to consider my students in every decision that I want to make, and being a housewife I have to consider myself as a mother and major role as a mother. If I got tired from school I cannot perform good work at house.

**Q4. How does your time management affect your role as a house wife and your role as a teacher?**

From the moment I meet my home from school I made a promise that never to bring any school work back at home. So any school work I have to do it at school and when I came home I do the house work. Every day I have to prepare a lesson at school and make sure the lesson plan for the next day is finish before I go home. Because I do not want to do the work at home so I can focus on my children I can cook for them so that is the routine for me.

**Q5. Does the stress you encounter at home or at school affect your performance?**

Sometimes it affect the performance at school. Because when I am tired I have assignment or some work to do. So sometimes it affect my performances both at school and at home. I try to control the stress, what happen in my home stayed in my home only, cannot bring it to school because I know if you are in a bad mood.

**Q6. Describe how you intend to solve problems that emanate between your role as a housewife and job as a teacher?**

First thing is I have to have a better time management skills and sometimes I felt to do that. Because there are many work to do at school and sometimes I do have to bring the work to home and maybe I cannot chat with my friends and focus on my work. I have to learn to prioritize things, learning what is important to me. I have good relationship with teachers at my school with the students and the principal I have no problem with them. I have also have a good relationship with my children and husband. My husband is not here in Kedah he is in Sarawak. So I have manage the two kids alone so is quite challenging and impossible for me to work to study and be a mother at the same time.

**SECTION B: Interview Protocol**

**SANPA1: 19:10 Minutes Interviewed at 10:35am on 27/9/2016**

**Question: 1 How often do you find your role as a housewife conflicting with your job as a teacher?**

Okay thank you, you are welcome, I think you have the answer to your question. As a housewife, at the same time a female school teacher. Of course, sometimes I find it difficult to play the two roles without having problems. Because sometimes I tried my best to overcome those problems. Because of the two roles are important to me in my life. I just have to try my best to do what I see is the best. Firstly, there is lots of challenges but I just have to face it since I choose to be part of the roles.

**Q2. What factors do you consider responsible for roles conflicts?**

Ummmh, truly the role conflict that can affect this my role is sometimes you may find your child sick and you want go to school earlier. May be my husband will not take the time to take the child to the hospital. I just have to take excuse from the school headmaster. I think this is the biggest challenges for me. Secondly, sometimes if I noticed that I don't give much more attention to my husband most especially in the morning, truly he will start complaining that I take my job more important than my home. So I just have to face the consequences to adjust my time in order to see that sure I perform my duty very well at home. If not hundred percent 100percent less say 75percent and even at the school. But I just have to tight myself very well so that I can achieve. Example, mostly I have first 1<sup>st</sup> period. Because I am taking English and primary sciences and second period and those lessons is very important for people to take early in morning most especially English language.

**Q3. What do you find challenging in combining your role as a housewife and your job as a teacher?**

Surely, in every aspect of life there is a challenges most especially in a successful one. I think there is lots of challenges am facing. But the most challenges am facing now at hand is the complaining of my husband about where I leave my little baby. You know as a nursing mother, so where I leave the baby before coming to school and even I myself I dislike coming to work without my baby am breastfeeding.



Because it is a rule and regulations that a teacher should come with someone that will nurse your baby. But the problem is that I cannot afford paying someone. When even I needed more support of money that is the big challenge. I think am facing so I managed to come with my baby and perform my duty in the school. While even the supervisors will be questioning me why did I come with baby? So I answered them they have to be patient, as the female teacher we have to be nursing our babies too. Because we a nursing other people's children. So I just hope how to face these challenges.

**Q4. How does your time management affect your role as a housewife and your role as a teacher?**

The time management also affect my role at home and in the school. Because if I try harder in performing my duty at home completely without complaining of my husband In order to avoid the complaining from my school too. I have to tight my belt and adjust my time. May be it takes me to wait may be 5:00am in the morning. So I have to adjust my time before that 5:00am. So that I will perform my duty at home and also come to school and perform my duties. Of course, less say for instance, the drawing redline on the time book by the school head teacher. This redline can also affect my work. Not much more problem with my husband as comparing the time in the morning. I come to school in the morning than going back home, I can do things by myself. I arrange my things accordingly, doing it as it supposed to be that just it sha. Truly there is difficulty in terms of transportation. Less say transportation you know most of the teachers don't have owned vehicles sometimes you may be thinking that you get to school less say Eight 8:00am to 7:00am in the morning due to transportation. If you find yourself not getting bus at the time you wanted to meet.....that also affect my job and coming from far away it took me forty minutes 40:00 minutes before I reach school.

**Q5. Does the stress you encounter at home or at school affect your performance?**

Yes surely, that is the stress because if I try to over work myself at home when am tired if I have the first period of lesson I will tell my colleagues to perform the first or second period, so that I can get relief and did my lesson accordingly. The school stress does not affect my performance at home. The only problem is that only that early morning. You have to tide the children at least we are nursing mothers. My small small kids I have arrange them drop them at school before coming to school I think that is the only problem in the morning. No stress from school to home.

**Q6. Describe how you intend to solve problem that emanate between your role as a housewife and your job as a teacher?**

Well, the way I think in adjusting to solve all these problems is I try my best to adjust my time by waking up time by working up early as I said before in order to finish my work at home. I comes to school earlier to perform my duties. Finally, I just call up the attention of my husband to know the important of this job to our family, for the society and also learn how to obey whatever say by the headmaster. I learned whatever say by the headmaster in order to obey him or whatever the rule is I just have to obey. To obey the husband and give the advice to know the importance of my job also to obey the rules of the school given by the head teacher. If I consider myself

as a housewife and a female teacher there are little things I just have to avoid. Less say for example, taking unnecessary permission for going to naming ceremonies, wedding should not be involve during the school hours. So that if you are having problem at home the headmaster too will understand that yes she is having problem may be I need excuse, he will be able to consider me. In a time when you are taking unnecessary permission that can cause problem between you and the headmaster. I think the headmaster should try, and may be the male teachers are coming 8:00am let him adjust our time to less say 8:15am that the only thing the headmaster can do for the female teachers. But after this I don't think there is any other excuse.

